

FENWAY

Middle College
High School



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Coalition
of Essential SchoolsLarry M. Katz
DirectorLinda Neuman
Associate Director

University of Massachusetts
Depository Copy

Piedad Robertson,
Secretary of Education
Commonwealth of Massachusetts
McCormack Building 6, Floor 14
1 Ashburton Place
Boston, MA 02108

February 14, 1994

Dear Madame Secretary:

Enclosed please find our application for a charter school, Fenway II. Although we are excited by this opportunity to create a "break-the-mold school", one that is based on our experience and expertise in urban education, we realize that there are still several unanswered questions in this process.

For example, it is unclear how the per-pupil funding allocated for students could cover a multiple-handicapped student. A charter school's desire to include all children, regardless of physical or mental limitations, might conceivably bankrupt the school. Furthermore, the lack of a funding apparatus for capital costs requires that the charter school do extensive fund-raising and development in order to purchase classroom and office furniture, computers and other equipment. This is further elaborated in our funding section.

We are also engaged in establishing a dialogue with the Boston Public Schools about professional development roles for Fenway II, and we feel strongly that since the funding for charter school **comes from the district**, it is imperative that we establish some mechanism for the transfer of funds.

Despite these uncertainties, we have decided that it is important to move ahead with our plans. As of the date of this letter, Fenway II has a secure site for its upper school, a space would need to be procured for the lower school and thus the facilities budget has not been fully included in this application.

This application is our best effort at envisioning Fenway II, but some dilemmas still need to be resolved. We look forward to your prompt response.

A Program of the Boston Public Schools

Fenway Middle College High School, Bunker Hill Community College
250 Rutherford Avenue, Boston, MA 02129 • (617) 242-9095

Sincerely,



Linda Nathan
Associate Director



Larry Myatt
Director

enclosures

Commonwealth of Massachusetts
 Executive Office of Education

*Charter School Application
 Designated Contact Person*

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

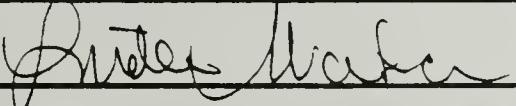
Secretary of Education
 ATTN: Charter Schools
 Executive Office of Education
 One Ashburton Place, Room 1401
 Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Fenway II Charter School

Name of organization/group filing for charter school status

Contact Person Name:	LINDA NATHAN	
Signature:		
	Date: 2/15/1994	
Title:	ASSOCIATE DIRECTOR FENWAY MIDDLE COLLEGE HIGH SCHOOL	
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943-11

Application for Charter School Status

Fenway II

"The idea of the mind as cultural achievement reflects the belief that what people become is largely a function of what they have an opportunity to experience. It implies that those of us who work in the field of education have a special opportunity to influence the ways in which the young can come to regard the world, to influence the kind of sense they make of it, to affect the kinds of categories, attitudes, and meanings they secure from their experience."

-Elliot Eisner

Fenway II will have as its core mission, the pursuit of all possible ways to make good on the opportunities to which Eisner refers.

1.) MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

Fenway II, a proposed charter school serving the traditional grades 6-12 in two clusters, grows out of the experience and structure of Fenway Middle College High School, a Boston Public School alternative high school program. Our mission will be to create a socially committed and morally responsible learning environment which values students as individuals. Our goal is to encourage maximum intellectual development, risk-taking and leadership in its many forms.

2.) SCHOOL OBJECTIVES:

A. What are the school's broad academic objectives for student learning?

At Fenway II our primary objective will be to help students learn to use their minds well. Steering our objectives will be the Coalition of Essential Schools' Nine Principles, as well as the Habits of Mind which shape our school community, determine our priorities, create our systems and structures and drive instruction and curriculum. (See Appendices 1 and 2) Central to Fenway's beliefs are that depth of content explored is more important than the breadth of content covered. We want our students to see the connection between all subject matter. Towards this goal we provide our students with an integrated curriculum. We expect our students to learn to become writers, readers, and researchers. Students learn to use technology in all aspects of their education. We integrate arts into all of our content areas: Humanities, math and science. Students are expected to be able to demonstrate mastery of all required areas through portfolios and exhibitions. By the end of their Fenway experience, students should have the skills to be prepared to go out into the work force, college, and adult life. We are also trying to promote a life-long love of learning. Ultimately, we want our students to leave Fenway academically and socially prepared to function and contribute to their communities.

B. Describe any non-academic objectives for student performance.

FMCHS recognizes our kids as whole people, not just as students. Fenway has been hugely successful at helping students to build their:

- * self esteem
- * sense of future

- * ability to make choices about their future
- * sense of responsibility to themselves and their community
- * citizenship skills
- * caring about themselves and others
- * self awareness

We are committed to helping kids continue to build and shape themselves into healthy people, good students, and citizens who are aware and thoughtful about the world around them. Furthermore, we want students leaving Fenway to be prepared academically and socially for whatever path they choose, whether it be college or the work force.

C. What type of community environment do you hope to foster at your school?

Fenway Middle College High School is a ten year old community. First and foremost, we are a diverse, caring community of learners. Students, parents and staff often refer to Fenway as "family." We are all partners working to promote a life-long love of learning in our students as well as a sense of responsibility, decency and accountability. As members of a diverse community, students are expected to be respectful of themselves and others. We work to provide a safe and healthy environment in which our students live, learn, explore and ask questions. Fenway has ten years of experience developing and fostering community through a range of special day to day activities. Throughout the year, students work at the Thompson Island Outward Bound Education Center learning about themselves and others through activities designed to challenge, cajole and question. Students learn essential teamwork skills, in a unique environment which makes them depend on others and themselves in ways they may have never before experienced. Students who may be rivals and enemies outside of school, work together and work towards trusting one another. During Project Week students use the city as a classroom investigating an essential question. Students learn about all parts of their city, exploring the neighborhoods and varieties of cultures which shape Boston's unique character. We know that Fenway II's community will continue to grow and change.

3.) STATEMENT OF NEED:

A. Why is there a need for this type of school?

THE BROAD VIEW

In Massachusetts and across the nation, despair and frustration with the state of our public schools has grown exponentially over the past two decades. Poor teachers and their

unions, the dissolution of the family, excessive amounts of television --each of these factors in turn, and others, have been faulted for this perceived demise. Our thinking, however, aligns with that of many other individual's across a diverse range of fields --cognitive and developmental psychology, organizational development and management, family and community planning. We conclude that much of what we have discovered about the principles of human learning and development conflicts sharply with the customary practices of schools. These conflicts and contradictions have, for the most part, been obscured from view.

Schools have historically been concerned with a relatively small portion of the available student population. Even a century ago, fewer than 10 percent of American students entered secondary school, and most schools around the world were satisfied if, at the end of five or eight years, students could master the "three r's". In addition, the skills and content to be mastered in school have been relatively unchallenging, and the scope of assessments designed to measure student success has been quite narrow, relegated primarily to the quantitative domain. The SAT's, for example, offer colleges, schools and individuals an inexpensive and uniform way to filter students entering college, but offer precious little information about the nature of student learning.

The advent of universal education and the glut of information to be taught above and beyond traditional content matter placed a heavy burden upon schools. Larger numbers of students had to be trained on a greater body of materials. To fulfill the democratic ideals of the time, and to assure a standardization of student learning intended to companion the industrial development of our nation, the following mandate was imposed by a government appointed committee:

EVERY SUBJECT WHICH IS TAUGHT AT ALL IN A SECONDARY SCHOOL SHOULD BE TAUGHT IN THE SAME WAY AND TO THE SAME EXTENT TO EVERY PUPIL SO LONG AS HE PURSUES IT, NO MATTER WHAT THE PROBABLE DESTINATION OF THE PUPIL MAY BE, OR AT WHAT POINT HIS EDUCATION IS TO CEASE.

Post-World War II demands on our schools increased dramatically. The stress on schools to mass produce students distracted educators from paying attention to students' learning styles, and ability-levels. The ways in which students learn and the kinds of abilities and ideas they bring to school have been, for the most part, unheeded by pedagogues and educational policy makers. As a result of these divergent patterns, there is little alignment between the way students think and learn, and the systems and priorities of most present-day schools. There was also a dissonance between school and the "real world." Not every student goes on to college. Does their education prepare them for life after school?

A close inspection of the design of Fenway II will reveal that, unlike the obsolete institutions most of our schools have

become, our priorities and structures are built around what we hold to be true regarding cognition, human development and life in a future society. Flexibility, the integration of current and on-going research and the personalization of the learning environment will distinguish Fenway II from prevalent public school designs.

Boston is no stranger to the national debate on the ills of the educational system. It is a fact that our educational system does not adequately prepare kids for life after high school. To many kids school is uninteresting; Boston's high dropout rate supports this fact. Boston Public Schools has a diverse student body with many needs. There are students who have dropped out of Boston Latin; perhaps not for academic reasons but for personal ones. There are students who are parenting, and those who have to work in order to provide for their families. All of these situations can get in the way of a student's potential. The high drop out rate of Boston students reflects the inability of the current system to engage an array of kids possessing a wide range of life situations, skills and abilities with the current pedagogy. There is a need in Boston to create a school that tests models for addressing these issues. A charter school would allow us to:

- * have more freedom to develop our own curriculum
- * address the needs of younger kids (in our Lower School)
- * stretch the school day
- * test and try out different schedules such as a Saturday and after school schedule outside of BPS constraints
- * be more flexible in working with teachers and other professionals
- * test out new systems and structures as needed, without the constraints of the BPS union contract
- * bridge the dissonance between the worlds of school and work

We currently serve a very diverse body of students who are able to identify what Fenway provides that is different from what other schools they've attended provide.

B. Explain why a charter school would help to effectively address this need.

OUR STUDENTS

Fenway serves a wide range of students, from students who have dropped out of Boston's exam schools to students who have nearly dropped out of life. The common bond that all Fenway students share is the choice to be a part of Fenway. To attend Fenway, our students are leaving familiar schools, neighborhoods and school friends. They take significant risks in order to come to Fenway. According to an evaluation of Fenway done by the Technical

Development Corporation (See Appendix 3), students were able to identify the following ways in which Fenway differed from traditional high schools:

- The depth in which issues are addressed;
- The amount and quality of class discussion and dialogue;
- The amount of personal attention to students' needs and progress from teachers;
- A teaching style characterized by risk-taking and high academic expectations; and,
- The ways in which the school and curriculum are organized. Students identified the integrated curriculum, the connection of classwork to life experiences, the presence of project week, internships and exhibitions as important and positive aspects of the Fenway experience.

Fenway helps to make a difference in the lives of its students. However, we have our students for only a short period of time; many of our students have already quit school once, many of them have poor academic and social skills. By the time students reach us, it is nearly an impossible task to rectify the damage. In short, we need our students for a longer period of time. In order to provide the best possible opportunities and experiences for our students, we feel that it is imperative to create a middle school (grades 6-8) in addition to our high school (grades 9-12). Fenway II would be a combination of both schools. In this way, we would be able to provide a strong academic base and support service continuum for our students that will allow them to function better in our system, teach them Fenway's Habits of Mind, (taken from the Central Park East Secondary School, See Appendix 2), build on the Coalition of Essential School's Nine Principles and use authentic measures of student knowledge including portfolios and exhibitions.

4.) SCHOOL DEMOGRAPHICS:

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

Fenway is currently located on the campus of Bunker Hill Community College, in Charlestown, MA. Private money raised by FMCHS's Directors helped to construct modular buildings which are attached to one of the college's main buildings. The proposed Upper School (grades 9-12) would remain at that site. An as yet undetermined separate site would house the Lower School (grades 6-8). These sites are Fenway's "home bases".

Nonetheless, we believe that the city is also a classroom. In Fenway's first ten years, it has developed and built a series of vital collaborative experiences into the core of its programs. Fenway currently works with Children's Hospital, CVS Pharmacies,

the Museum of Science, the Children's Museum and others to provide students with opportunities for authentic learning, and to enrich their studies in higher-level math, science and humanities through internships, research, part-time work and project-based learning. These collaborations will form the core of Fenway II's school program.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

In 1990, Fenway moved to the Bunker Hill Community College campus. This partnership has benefitted Fenway in many ways. Students are provided access to college resources such as the library and learning center, they are learning in a safe and purposeful environment, and they see students like themselves pursuing higher education. Bunker Hill Community College is located on the Orange Line, which provides our students with easy access to the school by public transportation. Fenway II's Upper School would ideally continue to be located at Bunker Hill.

C. Describe any unique characteristics of the student population to be served.

Fenway II's students will be similar in many ways to the profile of other students attending Boston Public Schools and will be an extension of students we currently serve. Fenway's 185 students represent a wide range of ethnic, cultural, socioeconomic and linguistic backgrounds that reflect Boston's diversity. Racially, Fenway's student population is 51.1% Black, 23.8% Hispanic, 21.1% White, 3.7% Asian and 1% Native American. The students come from all of Boston's neighborhoods; the largest concentration of students come from Dorchester, Roxbury and Jamaica Plain. Fenway has had a significant number of students (44.3%) who are at least one year overage for their grade. 15.1% are at least two years overage for their grade. These are students who have been held back or who are returning to school after dropping out. The age range of students within each grade is broad, averaging 3.9 years. 62% of Fenway's students are certified as Chapter 1 eligible and come from low-income families, 39.7% have a primary language other than English, 12% are parents, and 12.2% are designated in need of additional support under special education guidelines.

For some high school students this is the last chance they will have to attend a public school. By starting a middle school, it is our hope to intervene earlier in the students' academic career, before students will repeat 8th and 9th grade. We hope to reach these kids before they give up on school.

Perhaps one of the most compelling pieces of information regarding our population's unique characteristics comes from student interviews. According to the Fenway evaluation done by the

Technical Development Corporation, Fenway students exhibit a motivation and desire to learn that sets them apart from their fellow students. Most Fenway students were aware of individual needs which were not being addressed by the schools that they had previously attended. Students make a conscious choice to attend the Fenway. Many students and parents "worked the system" to get into the Fenway. We hope to have most of Fenway's current students attending the Upper School of Fenway II.

D. What is the school's anticipated enrollment.

The founders of Fenway II are committed to establishing an urban school with high standards for all and an open enrollment system. The student population will consist of an estimated 420 students, from those who enter at the age of eleven to those who qualify for the diploma through Fenway II's unique credentialing system. We anticipate that the school will consist of two largely ungraded programs that correspond to the traditional "grades" 6-7-8 (Lower School) and a 9-10-11-12 Upper School), although as stated, experiences will occur which bring together a range of young people with purposeful minds and diverse perspectives. In the Upper School, approximately 60 students will be enrolled in each of the four houses (totalling 240), which will not correspond to the traditional grade levels. In the Lower School, there will be three houses of 60 (180 students) (See Appendix 4).

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

For the purposes of this document, there will be a total of 60 students per traditional grade. The grade levels will be 6-12. As stated above, the school will be separated into an Upper (grades 9-12) and a Lower School (grades 6-8). Each "grade level" will be clustered around a house. The Upper House will be clustered around the four collaborations which will help to steer the curriculum. Each house will have a total of 60 students led by teams of four staff. These staff teams are comprised of three core teachers and one Student Support person. The Lower House is made up of three houses with the same staff team configuration. The Lower House curriculum is centered around a non-specialized content which would use the idea of projects centered around the "physical city". For example, students might study chemistry through looking at a neighborhood dry cleaning plant. Math as well as environmental issues also provide a ready curriculum in a real-life context.

It is important to note that demonstrated mastery of concepts and skills may qualify students to progress through the school more rapidly, which may, in turn, temporarily skew traditional/linear cohort enrollment patterns.

5. RECRUITING AND MARKETING PLAN:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

Fenway has ten years of experience recruiting students into an alternative program. The possibility of becoming a charter school not only provides an exciting opportunity for Fenway's staff and current student body, but also for parents and students looking for a different educational experience. Fenway as it exists now has a Parent Advisory Council and a broad-based Advisory Board. We plan to utilize these entities as well as our collaborative relationships with outside agencies in addition to other marketing techniques such as BPS's yearly recruitment day hosted at Madison High School to further build our student body. Furthermore, we hope to bring the bulk of Fenway's 185 students with us to Fenway II. If we receive charter school status, we will work with our existing student body to ensure that we keep as many of our students as possible.

B. Specifically, what type of outreach will be made to potential students and their families?

Fenway has substantial experience in creating comprehensive, understandable documents and media presentations, orienting entering students and their parents, and reaching out to neighborhoods in successful student recruitment campaigns. Word-of-mouth testimony as well as previous local and national exposure in educational and popular media will allow the school to identify and respond to willing enrollees (See Appendix 5 for newspaper and newsletter articles).

An established network of parents and alumni will also help us to meet enrollment criteria. Finally and importantly, corporate, community and higher education leaders have indicated their willingness to assist the founders in all phases of their recruitment and operation, closing the circle of planning and preparation for the opening of school.

6. ADMISSIONS POLICY:

A. Describe the admission methods and standards you will use to select students.

As previously stated, Fenway II seeks a diverse and representative urban clientele and will operate under an open enrollment policy. Students may be assessed for skills and content knowledge, but will not be subject to admissions testing or entry requirements.

Fenway II seeks to include students coded for special and/or bilingual education, and the school's approach will be one of total

integration and mainstreaming, with appropriate yet limited support. Comprehensive discussions with students and their parents or guardians will be facilitated in order that they be satisfied with the over-all suitability of the learning environment. Again, the **inclusion** of all willing students will be a driving ethic in establishing a school community that reflects the diversity and promise of Boston's neighborhoods.

7. PROFILE OF THE FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working to apply for a charter.

Fenway II will grow out of Fenway Middle College High School. Staff members from Fenway are applying for charter school status. This group includes two CEO's, ten teachers, two Student Support people, a Development Officer, and a technology assistant.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The founders of Fenway II are a committed and experienced group of urban educators from Fenway Middle College High School, who have substantial experience in shaping curricula, programs, and collaborations, most notably through work in the Boston Public Schools. These educators working in the Fenway Middle College, have joined with long-standing and more recent collaborators to imagine a new Fenway II for the 21st century. These collaborators (enumerated in the previous School Demographics section and in the Educational Program section which follows) have pledged to help us build on our past work in designing a school experience vis a vis a new and more compelling set of determinants. Fenway II will, of course, continue to seek and dialogue with other agencies and institutions to broaden the educational opportunities for its students and staff. It will continue Fenway's membership in the Coalition of Essential Schools, and perpetuate existing agreements with local agencies, and colleges and universities.

Fenway has affiliated itself with a group of advisors from all parts of our community; educational, professional, and private sector. These advisors, along with parents and students will form the core of our new Board of Trustees. In addition, over ten years time, Fenway has developed relationships with the following entities:

- the Annenberg Institute for School Reform/Brown University
- Harvard University School of Education
- University of Massachusetts, Boston Harbor Campus, Education Program

- Dimock Community Health Center
- Boston College School of Education
- Roxbury Community College
- Comprehensive School-Age Parenting Program (CSAPP)
- The Childrens' Museum
- Facing History and Ourselves Institute
- Interactive Math Project (UCal. Berkeley)
- Technical Education Resource Consortium (TERC),

In addition, Fenway currently sponsors a number of collaborative relationships with outside agencies:

Children's Hospital
CVS Pharmacies
Museum of Science

LEADERSHIP

The Chief Educational Officers of Fenway II will be Linda Nathan and Larry Myatt.

MS. LINDA NATHAN

Ms. Nathan is currently (on leave) the Associate Director of Fenway Middle College High School. She has held her current position for the past ten years, and her job responsibilities include: staff development and evaluation, curriculum development, fund-raising, teaching, public relations, and managing our many collaborations with outside institutions such as school to work initiatives with CVS Pharmacies and Children's Hospital.

Ms. Nathan began her career in the Boston Public Schools as a bilingual math and theater teacher at the middle school level. After a number of years in this position, she helped start Boston's first academic/performing arts k-8 school, the Tobin. In addition to teaching in Boston, Linda has taught in Wisconsin, California and Puerto Rico. She holds certifications in mathematics, social studies, Spanish, elementary education, bilingual education, theater, supervisor and principal. She received a BA from U. Calif/Berkeley, a Master's in Education from Antioch University, and a Master's in Theater Arts from Emerson College. In 1990, she was awarded a Conant Fellowship to begin a doctoral program at the Harvard Graduate School of Education. Currently she is completing her qualifying paper which focuses on portfolio assessment and its impact on teacher practice.

Ms. Nathan is the mother of three children- ages 6, 4 and 7 months- her oldest child is enrolled in the Cambridge Public Schools in the innovative Cambridgeport School started five years ago by parents and teachers.

MR. LARRY MYATT

Mr. Myatt is the Director of Fenway Middle College. He is currently on leave, serving as Senior Associate for Professional Development with the Coalition of Essential Schools, working with principals, superintendents and school systems in school re-design and re-structuring and issues of leadership. He is a 1992 Thomson Fellow on the National Re:Learning Faculty, and has planned and led institutes and seminars in several states.

In addition to serving as Director of Fenway, Mr. Myatt has also coordinated the school's assessment team, served on the BHCC management team, taught Humanities and Spanish, been a junior Advisor and chaired the Humanities Team. Larry began his career as a bilingual educator in Boston, and has also taught Spanish, a variety of history and social studies courses, served as Director of the Fenway Pilot Project and ESL at the English High School. He was a key part of the re-organization of English High School which began in 1984. He holds an Ed.D. in Instructional Leadership and an M.Ed. in Secondary Administration, both from University of Massachusetts at Amherst, and a B.A. in Sociology/Psychology from Brandeis University. He has also studied in Spain and Puerto Rico.

Several other staff members from Fenway Middle College have indicated their desire to be a part of the "dream team" of Fenway II, as have many past interns, student teachers, and educators from other schools. We will endeavor to "cast the net wide", in order to form a staff of divergent thinkers who are like-minded in their pursuit of a racially and culturally-diverse excellent school.

8. TIMETABLE:

A. Discuss a timetable of events leading to the opening of a charter school.

Since Fenway II is growing out of an already existing school, Fenway II, is in many ways, prepared to enter the implementation phase. Many of its internal structures are essentially in place. However, there are several key planning and preparation steps that will need to be undertaken between now and the opening of the charter school. These steps fall into six different categories: facilities and equipment, staffing, curriculum, governance and administration, and outreach and recruitment.

FACILITIES

- * locate site for Lower School
- * contract to complete necessary renovations by Fall 1994
- * secure furnishings and equipment
- * outfit a computer lab for the Lower School

STAFFING

- * expand the teaching and professional staff and the Upper School.

- * recruit, screen and hire Lower School staff by August 1, 1994.

CURRICULUM

- * finalize curriculum for the Upper School Arts House.
- * develop and finalize Lower School House structure and curriculum
- * select and secure materials

GOVERNANCE

- * finalize transition of Fenway's Advisory Board into Fenway II's Board of Directors/select officers
- * identify additional Board Members with key skills
- * develop Advisory Board orientation materials
- * set up a meeting system
- * finalize transition of Fenway's Parent Advisory structure into Fenway II

ADMINISTRATION

- * put in place financial and administrative systems
- * develop personnel policies and practices
- * set up development systems to fundraise
- * update MIS systems

OUTREACH AND RECRUITMENT

- * develop and finalize marketing materials
- * conduct outreach seminars to outside agencies
- * host informational seminars for parents

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

A number of systems are already in place at Fenway Middle College High School. Staffing the Lower School is a critical piece of our task timeline. As soon as we find out about our charter school status, we will begin recruiting staff and locating facilities.

Fenway II wants the best possible working relationship with the City of Boston. It is an important part of our planning and start up phase. We would look to the state for assistance in paving the path.

9.) EVIDENCE OF SUPPORT:

Fenway's application is supported by numerous collaborators and its Advisory Board (See letters of support, Appendix 6). Once we receive notification, we will post a notice for an informational meeting for current Fenway parents as well as begin an outreach campaign to recruit new students and parents.

10.) EDUCATIONAL PROGRAM:

As noted above, the frame of our educational program will take the shape of seven houses. In the Upper School, a team of four staff including three core teachers and one student support services member will head a group of 60 students. Each team will work in close collaboration with outside organizations which will provide "real life" experiences for students. These collaborative relationships will also give students opportunities to apply what they've learned. Each of these collaboratives will offer potential opportunities for internships and school to work. Since mentoring relationships have played such a large and successful role in our current collaboratives; we plan to create a mentoring program as part of Fenway II.

At the Lower School level, the program will be built around three houses of mixed grade levels. Each house will have its own team of core teachers and student support people. Included is an organizational chart (See Appendix 4).

The Fenway II diploma will be determined not by the amount of time spent, nor the accumulation of Carnegie units, but by the successful completion of sequences of carefully designed **fundamental experiences**. Coursework is just one part of the sequence. Some students, for example, may successfully terminate their studies in one domain of learning, yet require more time and evidence of mastery in another. As previously stated, the school will consist of two programs which correspond to traditional "grades" 6-8 and 9-12, although "grade 12" at Fenway II will bear little resemblance to traditional "senior year". Upon completion of the requirements for moving into the final year of study, a student will enter the senior "**Scholars Seminar**".

Scholars Seminar will be a carefully monitored but largely independent final year of inquiry and academic preparation, and will require a range of challenging projects. These could include additional high school or college-level courses, extended internships, the completion of core course portfolios and more. One comprehensive and rigorous "**systems project**" will be required during the Scholars Seminar. This "systems project", organized by the student, will require understanding and application of skills and content from one domain in order to address critical problems in/from another, and will be primarily evaluated by external collaborators.

Successful completion of the systems project will accompany a review of portfolios from the three **core study areas: integrated math, science and humanities**, as well as an additional portfolio from his/her Advisory group. These portfolios will be reviewed by the student's seminar committee. The seminar committee will consist of an advisor, faculty members and students who will substantiate competencies and therefore, eligibility for graduation. Again, the nine Common Principles of the Coalition of Essential Schools will provide an over-arching framework for

instructional decision-making.

Our substantial experience with integrated curricula, heterogeneous and cross-grade class composition, integration of academic and vocational concepts and skills, performance assessment, and reflective practice, and an exceptionally dedicated and motivated staff, will allow us to offer students a state-of-the art instructional system. For example, acting on current research in cognition, each of the core areas (math, science, humanities) will have integral and diverse components in and from the domains of **inquiry and expression, the arts, and technology** (See Appendix 7).

Fenway II will continue to build on the notion of Advisory groups for all students. Teachers will get to know a manageable group of students over time, "traveling" with them as they move through the school experience. Personal relationships will be facilitated through small group work, "Town Meetings", discussions, and projects. Career exploration, community service, discussion of issues of sexuality, health and safety, future planning, review of academic portfolios--will be part of the Advisory program.

Additional experiences in the areas of foreign language, advanced technology, performance arts, debate, peer mediation, or college-level courses will routinely be made available and encouraged for all students. Class periods will be longer than in traditional schools to afford more opportunities for significant learning. Teachers will work in pairs and teams whenever possible, and will interface directly with corporate and institutional partners. Each team of 60 students will have a student support worker dedicated to the team's needs.

With active support from parents and collaborators, we will begin the strategic abandonment of antiquated and ineffective policies regarding "school time". We have extensive experience in offering highly structured project weeks, summer components and internships, and will use our research and findings from these initiatives to suggest other promising alternatives. **We will use our instructional priorities as the basis for determining daily, weekly, and annual times of operation.** These will be reviewed, altered and expanded on an on-going basis, again, with the support and counsel of our broad array of collaborating institutions. Several additional highly-developed collaborations with:

- the Annenberg Institute for School Reform/Brown University
- Harvard University School of Education
- University of Massachusetts, Boston Harbor Campus, Education Program
- Dimock Community Health Center
- Boston College School of Education
- Roxbury Community College
- Comprehensive School-Age Parenting Program (CSAPP)
- The Childrens' Museum
- Facing History and Ourselves Institute

- Interactive Math Project (UCal. Berkeley)
- Technical Education Resource Consortium (TERC),

and other agencies and institutions will allow us to utilize the most promising of current research, to communicate with experts in the field, and to train new teachers. Ideally, Fenway II, working with these institutions, would serve the Boston Public Schools and other systems, and the Commonwealth of Massachusetts Department of Education, as a professional development site in the areas mentioned above. Fenway II should also pioneer new patterns of certification in those instructional and programmatic areas, as well as in school redesign and administration.

Fenway II's school calendar will correspond with the Boston Public School's calendar. The school day will start at 8:00 and end at 3:00. An after school program including athletics and extra-curricular activities will be offered to students from 3:00pm to 5:00pm.

11.) STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

In keeping with current research and our experience with performance assessment, we will continue to blur the traditional lines between assessment and instruction. Teachers will be afforded many glimpses of student understanding through the use of project-based learning, cooperative groupings and a range of authentic assessment devices. The cooperation of informed external stakeholders will allow us to set and maintain high standards for student learning. A cadre of representatives from colleges and universities, civic and community agencies, and employers will be invited to know Fenway II student life in an intimate way. This will further the review and development of our chosen means of teaching and assessment.

Fenway II will depart from the traditional "report card" and transcript, although we will endeavor to replace both with newly designed and more comprehensive reporting. Narrative report cards, academic portfolios and an expanded transcript will allow students a more expansive way to represent their academic experiences and achievements to colleges and employers.

B. What remediation will be available for underperforming students?

Fenway Middle College has extensive experience working with students who are at-risk, and who are underperforming. Our student to teacher ratio is 1:15. (Linda, is this about right?) We have purposefully kept our student to teacher ratio small, so that if a student needs extra attention, the teacher will be able to give it. We plan to carry the small student to teacher ratio over to Fenway II. In every house of students, there will be a support team of

three core teachers and one student support team member to track and assess student progress and needs.

Fenway Middle College's Learning Center has been extraordinarily successful in allowing students to gain critical support across academic areas. This idea will be expanded to serve both lower and upper schools. Also, tutoring, independent study, and mentoring and advisory relationships will allow for the anticipation and remediation of academic difficulties.

C. How will the development of skills be measured?

Fenway II students will, of course, continue to take a range of traditional tests: SAT, PSAT, Metropolitan Reading/Math, Degree of Reading Power, BHCC Assessment, and others. This will help not only to measure certain skills, but will serve also to develop comfort and familiarity with standardized tests, and allow graduates to comply with traditional requirements for entry to post-secondary study. In addition, a range of internal standards and assessments, many designed and implemented with external collaborators, will allow a more responsive, expansive and insightful assessment program.

12.) SCHOOL EVALUATION:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Fenway II will draw on the extensive experiences of conducting school evaluation provided by Fenway I. For example, Fenway I is completing a longitudinal evaluation that assessed the impact of Fenway's work with its students through a number of goals articulated by staff and collaborators. The purposes of this undertaking were to:

- strengthen the program academically;
- strengthen the school's management and organizational capacity;
- strengthen Fenway's resource development capabilities; and, contribute to the educational reform debate at the high school level.

(Enclosed in this application, please find the executive summary of this evaluation, Appendix 3.)

In addition, Fenway I has engaged in two evaluations of its school-to-work programs which have helped the school continue to reshape and refocus these collaborations. On an on-going basis, Fenway II will employ internal and external checks and balances. Every student will have a portfolio for each academic subject and for Advisory, and with support from his/her teachers students will

strive to meet the goals that have been jointly established. During parent conferences and "portfolio night" students will share their accumulated work with parents and other family members.

Administrators will evaluate teachers by examining their students' portfolios and the range and depth of teachers' comments on those collections of work. Teachers will also engage in peer review of portfolios. Math teachers will critique each other's students' portfolios, and teachers will also critique across disciplines. In this way all faculty will be engaged in the on-going discussion of standards. As a school community, it is imperative that we are all skilled at judging student work and that we reach common definitions about good work.

Finally, to foster external accountability, the school will establish an external audit committee. This group is charged with examining students' portfolios and exhibitions and reporting their findings in an annual report. The questions for the external auditors will be: are students at Fenway II meeting their stated goals? are these goals good enough? are all students afforded an equal opportunity for learning? how could the school be doing even better? what resources are necessary to achieve the school's goals? This group will be composed of a range of outside collaborators: university professors, school people (teachers, administrators) from other districts, researchers, public officials, trustees, and other collaborators.

B. How will the school establish regular dialogue with parents? With the community?

A founding premise of Fenway II is that parents are essential collaborators and are thus continually involved in the academic development of their children. Parents will be invited early in the year to a "Parent Day" where they will attend classes with their children and meet teachers and advisors. Three times a year parents will be invited for conferences and to review portfolios and exhibitions. During these visits, parents will receive narrative report cards from all academic teachers that elaborate on their children's strengths and weaknesses. Annually, Fenway hosts an end of the year "Family Night" to celebrate all its students and their families efforts over the course of the year. Fenway has always opened its doors and recruited members of the community to come in and take part in the school. Through community members being invited in to judge student exhibitions, guest speakers, school to work, collaborations with outside agencies and organizations, Fenway has and will maintain regular dialogue with its local and educational community.

13.) HUMAN RESOURCE INFORMATION:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including

teacher certification requirements or any other professional credentials. What is the targeted staff size?

Many of the teaching and administrative staff from Fenway I have expressed interest in joining Fenway II's faculty. The faculty will range from seasoned twenty year veteran teachers and administrators to recent graduates from college. For the most part all teachers will be certified in the appropriate areas or working towards their certifications. Given that Fenway II hopes to actually certify teachers, this may be able to occur on site.

During the interview process for new teachers, applicants will be reviewed on their answers to a series of questions that reflect their understandings of teaching and learning and their approaches to curriculum, pedagogy and assessment. In addition prospective applicants will present a mini-lesson that is relevant to their area of expertise. Students, parents and other teachers will comprise the hiring committee.

Student support service providers play a key role in Fenway II. As seen in our organizational chart, each "house" has its own student support service person. This is essential for our students since we recognize that so many of our students come to school without optimal conditions for learning.

Fenway II plans on having a total of 36 staff members. Please refer to Appendix for the organizational chart.

B. How will teachers and administrators be evaluated? How often?

Teachers and administrators will be evaluated in a number of on-going ways. Just as we require on-going assessment for our students, we will also engage in on-going assessment for all the faculty. As mentioned this will occur through portfolio critiques as well as self-evaluations and evaluations of teachers by the administrators. Fenway I has piloted a successful evaluation system of teachers in which teachers are annually expected to list their goals for growth and improvement for the following year. It is against this self-generated list (often done in collaboration with administrators) that teachers are evaluated at the end of the year.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefits packages, and staff development.

As displayed in the budget (See Appendix 8), we have allocated funding for professional development (approximately \$1000/teacher), and all teachers receive salary and benefits commensurate with experience. We have based teacher salary rates and benefits on the current Boston Public Schools scale. Upon notification of charter school status, we will explore the possibility of buying benefits for our employees. We will explore the possibility of being able

to buy into the Boston Public Schools benefits package. If this is not a possibility, then we will look into other options.

14.) SCHOOL GOVERNANCE:

A. Describe the internal form of management to be implemented at your school, including any plans to contract an outside group to manage the school.

There are no current plans to contract with an outside group to manage the school. Fenway II will operate on a system of management similar to Fenway I, with some notable changes. (Most notable of these would be the addition of a discrete position having to do with business management.)

The school will encourage decision-making by consensus wherever possible; nevertheless the CEO's acknowledge that the "buck has to stop somewhere"-- with them! In addition we have developed a flow chart that shows our school governance structure (Appendix 4).

B. How will the board of trustees be chosen?

Fenway has its own Board of Advisors (See Appendix 9). We anticipate the Board moving over to Fenway II. In addition, Fenway II's Board of Trustees will be drawn from parents, teachers, Fenway I alumni, and perhaps a current student. All constituencies from the school and larger community will be represented.

C. Describe the roles and responsibilities of the board.

The Board would primarily be responsible for:

- * assuring the sound fiscal operations of the school;
- * overseeing academic performance and accountability;
- * reviewing the CEO's;
- * reviewing, approving, monitoring budget implementation throughout the year;
- * approving long-range plans;
- * approving major changes in curriculum design;
- * approving affiliations and collaborations;
- * creating its own subcommittee structure including, but not limited to the areas of finance, curriculum, human resource issues, program, development and funding

The Fenway II founders have extensive experience working with Fenway's current board and have found it very helpful to have the advice, counsel and guidance of a diverse group of supportive and informed outsiders. The Board of Trustees would be a more formal arrangement of this relationship.

D. Describe the relationship of the board to teachers,

administrators, students and families.

The Board of Trustees is elected to serve Fenway II. It is their responsibility to oversee and monitor the school. The Board of Trustees is composed of students, parents, teachers, community members, and members of the business community.

Parents and students will be involved in all aspects of school governance. Besides their formal role in the Board of Trustees, parents, students and teachers may be asked to become involved in a Student Review Panel that deals with disciplinary infractions.

E. Discuss the nature of parental and student involvement in decision-making matters.

Decisions will be made on a variety of levels with the faculty body, the parent body and student body. Committees will emerge that will include parents, faculty, students and outside collaborators to focus on issues such as school governance, instructional mission, fund-raising and other relevant issues.

In addition to the Board of Trustees, Fenway II will develop a School Site Council that will be responsible for developing a budget, overseeing instructional plans, and generally working to assure the overall health of the school. This council, which meets monthly, includes representatives from parents, students, faculty, and community collaborators.

F. Describe the nature and extent of community involvement in school activities.

Given the organizational structure of Fenway II, in which each house of the upper school works with outside collaborators, community involvement in school activities is paramount.

15.) BUILDING OPTIONS:

A. Describe your present options for a school building.

The current location of Fenway at Bunker Hill Community College is ideal for Fenway II's Upper School. However a suitable location for the lower school will need to be secured. We are exploring options for a vacant school building or other possible space within a local business or university. It is important that this building be nearby the location of the Upper School.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school.

For the past four years Fenway Middle College High School has been situated at Bunker Hill Community College. We have built modular buildings, outfitted a computer laboratory for the school, and have worked hard at developing a partnership with Bunker Hill.

Bunker Hill Community College is conveniently located on the Orange Line which provides easy access to Fenway for our students. Bunker Hill currently provides many in-kind services to Fenway, such as building operations, janitorial service, access to the learning center, library and Bunker Hill classrooms. There is a full service cafeteria available to the students.

C. Discuss any progress or future plans for acquisition of a school building.

We would anticipate the Secretary of Education's support in the procurement of appropriate space for the Lower School.

D. Describe financing plans, if any.

We will examine the logistics of financing a building once we find out our application's status and explore building options.

16.) CODE OF CONDUCT AND BEHAVIOR:

A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.

The Code of Behavior for Fenway II will be reviewed in detail with students and parents (See Appendix 10, Student Handbook). Equality of educational opportunity is synonymous with a safe and effective educational environment. The Code of Behavior is intended to provide students (and parents) with the assurance that learning will be carried out in a non-disruptive atmosphere, with fair and consistent policies for behavior. It is reasonable to expect that no student will disrupt the educational process, or deprive others of their right to the conditions mentioned above. An attempt will be made to resolve disciplinary infractions fairly and swiftly, and school officials will exercise their authority in a manner consistent with the values espoused throughout this document.

B. Describe your school's policies regarding student expulsion and suspension.

It is our hope and intention that expanded student support, Advisory relationships, engaging academics, and thoughtful community involvement will go a long way in minimizing disengagement and disruption. Suspension will be a last alternative. However, the aggravated or repeated use of violence, possession or use of drugs, or the possession of a weapon, will result in an expulsion hearing, in keeping with recent legislative guidelines.

17.) SPECIAL NEEDS:

Describe how your school will accommodate special needs

students.

As stated previously, Fenway II earnestly seeks to be a home to all students, including special needs and bilingual students. (Please refer to Admissions Policy.) We await clarification, however, regarding issues as to how charter schools' finances might be jeopardized by the enrollment of students with severe special needs.

18.) FUNDING:

We have not developed a separate start-up budget to cover the planning stage before school opens because the faculty of Fenway are engaged in on-going planning of the school. We have also received some outside funding to engage in a strategic planning that is helping to solidify our thinking about Fenway II. Not reflected in our budget (Appendix 8), are the in-kind services which Bunker Hill Community College provides to Fenway such as janitorial services, paper goods, access to the library, learning center, classrooms and office services. We anticipate submitting a finalized separate startup budget and amended five year budget when we find out the status of our application and work out the details with both sites.

Included in this application is a budget that reflects some of the first year costs of Fenway II. We are operating with a budget of \$2,604,000.00. This assumes a per pupil cost of \$6200 and we are planning to enroll 420 students in both the lower and upper school.

Fenway has had extensive experience with raising private philanthropic money; however, we have not relied on external funding sources to meet our school's basic goals. We have enclosed a composite of Fenway development to date that demonstrates external philanthropic support (See Appendix 11).

As stated earlier, the district per-pupil funding formula does not allocate the resources necessary for capital expenditures such as classroom furniture, office supplies, computers and other equipment or to maintain the lower school facility.

19.) ACCOUNTABILITY:

A. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s.89?

We have budgeted for a Business Manager, a manager of information systems, and for the purchase of information software. Part of the Business Manager's responsibilities will be to compile and disseminate an annual report of Fenway II.

B. Discuss your plan for regular review of school finance and accounts.

The Business Manager will be responsible for all reporting and disseminating to the state and other agencies with a vested interest in the school. In addition, the Business Manager will prepare annual reports for the Board of Trustees that review school finance and accounts.

C. Describe your system for maintaining school records and disseminating information required under public school law.

School records will be maintained in the central office and compiled and updated by the students' Advisors. Every Advisor will utilize the same system for narrative reports, attendance, transcripts and other relevant paperwork. The administrative assistant will compile these reports for parents, colleges and others.

20.) TRANSPORTATION:

A. Discuss plans for transporting students within the local district to and from the school. What arrangements, if any, will be made with district transportation?

We have allocated money to purchase MBTA passes for all of our students. Our budget reflects this priority. In addition, we have allocated resources for field trips and busses and vans for trips out of the city or state.

B. How will students who live outside the local district be transported?

Fenway II does not plan on transporting students who live outside of the city of Boston, since the school will service Boston kids exclusively.

21.) LIABILITY AND INSURANCE:

A. Describe your school's insurance coverage plans.

Based on the current Boston Public Schools cost for liability and insurance, we have allocated \$324.00 per student for a total of \$136,080. Upon notification of Charter School status, we will take steps to secure school insurance through Boston Public Schools, or explore alternative insurance possibilities.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- * Inspection by a local building inspector;
- * Inspection by local Fire Department;
- * Approval under M.G.L.c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or

liquids in connection with courses taught at school;

* Compliance with all other federal and state health and safety laws and regulations.

Bunker Hill Community College has annual inspections by the Fire Department and other state regulatory agencies. We will provide any necessary documentation when appropriate. In addition, we will provide additional information once we locate a site for our Lower School.

22.) GOVERNANCE DOCUMENTATION:

Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts and all incorporation documents required by law.

Fenway I has created a non-profit entity for the purpose of fund-raising for student scholarship and other needs. We developed by-laws and the appropriate incorporation documents for this entity. It may be possible to extend this non-profit for Fenway II. Given that we have had some limited experience in this realm, it is not a completely daunting task to draw up a school constitution and other necessary documents. These documents will be submitted upon notification of charter status.

Appendices

Appendix I	Coalition Principles
Appendix II	Habits of Mind
Appendix III	Fenway Middle College High School Program Evaluation Executive Summary
Appendix IV	Fenway II Organizational Chart
Appendix V	Newspaper and Newsletter articles written about Fenway
Appendix VI	Letters of Support
Appendix VII	Proposed Design of Fenway's Curriculum
Appendix VIII	Budget
Appendix IX	List of Fenway's Current Board of Advisors
Appendix X	Fenway's Student Handbook
Appendix XI	A History of Fenway's Funders

Appendix I

THE COMMON PRINCIPLES of the Coalition of Essential Schools

1-The school should focus on helping students learn to use their minds well, and should not attempt to be "comprehensive", at the expense of a central intellectual purpose.

2-The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. The program's design should be shaped by the intellectual and imaginative powers and competencies students need, rather than by "subjects". The aphorism "Less is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery rather than by an effort merely to cover content.

3-The school's goals should apply to all students, while the means to these goals will vary as students themselves vary. School practice should be tailored to the needs of every group of adolescents.

4-Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that teachers have responsibility for no more than 80 students. Decisions about the course of studies and use of students' and teachers' time must be unreservedly placed in the hands of the principal and staff.

5-The governing practical metaphor of the school should be student-as-worker. A prominent pedagogy will be coaching, to provoke students to learn how to learn.

6-The diploma should be awarded upon a successful final demonstration of mastery -an "Exhibition". This Exhibition of the student's grasp of the central skills and knowledge may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" or "time spent". The emphasis is on students' demonstration that they can do important things.

7-The tone of the school should stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Appropriate incentives for the school's particular students should be emphasized and parents treated as essential collaborators.

8-The principal and teachers should perceive themselves as generalists first and specialists second, and should expect multiple obligations and a sense of commitment to the entire school.

9-Administrative and budget targets should include per teacher student loads of 80 or less, substantial time for collective planning, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent.

Appendix II

Fenway Middle College High School's
Habits of Mind
(taken from Central Park East Secondary School)

Fenway is committed to helping students to:

1. learn to critically examine evidence;
2. be able to see the world through multiple viewpoints;
3. make connections and see patterns;
4. imagine alternatives;
5. ask, "what difference does it make, who cares?"

Appendix III



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**FENWAY MIDDLE COLLEGE HIGH SCHOOL
PROGRAM EVALUATION
EXECUTIVE SUMMARY**

December 23, 1993

Fenway Middle College High School Evaluation Executive Summary

Fenway Middle College High School, part of the Boston Public School System, is a young urban high school located at Bunker Hill Community College. Fenway began in 1983 as a program within Boston English High School to serve the needs of the high school's most at-risk students. A member of the Coalition of Essential Schools, Fenway's goal has always been to create a supportive learning community in which students can grow personally, academically and socially.

At the time of Fenway's inception, Boston English was located in the Fenway neighborhood of Boston. In 1989, the program was located to Jamaica Plain as a result of the Boston Public School's decision to move English High School in a wave of school closings. When inadequate space threatened to destroy key elements of Fenway's success, BPS and Fenway administrators along with a group of committed outside advisors, mobilized resources to move the program physically to Bunker Hill Community College, enabling it to become a distinct satellite program of English High School.

In the Fall of 1990 at the invitation of the then President of Bunker Hill Community College, the Fenway relocated to the college, and transformed itself to a "middle college" program. A successful model implemented elsewhere in the country, the middle college approach is designed to offer high school students access to a college's resources and an opportunity to see and attend classes with others like themselves in a college environment. At the beginning of the 1992-1993 academic year, in order to gain greater autonomy and control over the school's future, Fenway once again changed its status within the Boston Public Schools, to become its own administrative unit separate from English High.

Until the past academic year, Fenway had served 10th - 12th graders. As part of a new program developed in collaboration with CVS, Fenway staff have recruited a group of ninth grade students for the first time. Today, close to 200 students from these four grade levels attend Fenway.

Over its ten year history, the Fenway Middle College High School has been continually evolving as a learning community--refining its academic goals, standards and programs, creating, implementing and testing important school-to-work collaborations, and striving to create a strong sense of community and partnership among students, parents and teachers. Each year has brought new organizational challenges, and change as well. After nearly four years of observing the Fenway, these authors are struck with how much has been accomplished, and how much clearly remains for Fenway's

founders and key advisors to reach their academic and organizational vision for the school. Fenway is a work in progress.

The Evaluation

Soon after Fenway moved to Bunker Hill Community College, the Fenway staff identified the need to undertake a comprehensive program evaluation of the school. The principle objective of the evaluation was to assess the impact of Fenway's work with students against a number of goals for Fenway articulated by staff and collaborators. Another goal of the evaluation was to gauge how well Fenway is progressing towards its broader agenda of creating a vibrant learning community. The purposes of undertaking this comprehensive look at the school were to:

- Strengthen the program academically;
- Strengthen the school's management and organizational capacity;
- Strengthen Fenway's resource development capabilities; and,
- Contribute to the educational reform debate at the high school level.

To answer the questions of how well the Fenway is doing, Technical Development Corporation (TDC) was engaged with support from local foundations that have supported Fenway's development. TDC assembled a team which included Joseph Maxwell, Terry Tivnan, and Dennis Wolf of the Harvard School of Education to conduct this evaluation. The following tasks were undertaken:

- **Student Perspective:** one-on-one in-depth interviews were conducted with 21 graduating seniors from the Class of 1992.
- **Analysis of Student Characteristics and Performance:** from a database of a cohort of 200 Fenway students who were members of the Classes of 1991 and 1992, and a second database of all Fenway students from all grades in the 1992 - 93 academic year.
- **Review of Student Portfolios:** an analysis of the academic portfolios of the same 21 graduating seniors that were interviewed.
- **Teacher Perspective:** three focus groups were conducted with all Fenway teaching staff, grouped by discipline; the focus groups were supplemented by a short survey questionnaire.
- **Parent Perspective:** two focus groups were conducted, attended by a total of 18 Fenway parents.

- **Alumni Perspective:** surveys were mailed to graduates from the Fenway Classes of 1985 and 1989 with a return rate of 33 percent and 62 percent respectively.
- **Interviews with collaborators, BPS staff, funders and other key informants.**

The following is a summary of the key findings of the evaluation and of the implications of these findings for the Fenway as teachers, administrators, advisors, parents and others come together to chart the course for Fenway's future.

Who Attends Fenway?

Fenway serves a diverse student body, from students who have dropped out of Boston's exam schools to students who have nearly dropped out of life. Looking at Fenway's student body, we learned that:

- Racially, Fenway's student population is 51.1% Black, 23.8% Hispanic, 21.1% White, 3.7% Asian, and 1% Native American---a diverse student body that is reflective of the BPS as a whole;
- Fenway's students come from all of Boston's neighborhoods; the largest concentration of students come from the Dorchester, Roxbury and Jamaica Plain neighborhoods;
- Fenway's population has a somewhat higher proportion of female students (57.3%) than male students (42.7%); and that,
- Fenway has a significant number of students who are at least one year overage for their grade (44.3%); 15.1% are at least two years overage for their grade. These are students who have been held back or are returning to school after dropping out. The age range of students within each grade is broad, averaging 3.9 years.

From additional data provided by Fenway staff, we learned that 62.0% of Fenway's students are certified as Chapter 1 eligible and come from low-income families, 39.7% have a primary language other than English, 12.0% are parents, and 12.2% are designated in need of additional support under special education guidelines.

Academically, the Fenway student body is diverse as well. While the median reading and math scores of students entering the Fenway on the nationally normed Metropolitan Achievement Test are in the 35th and 36th percentile respectively, approximately 15% of Fenway students score in the 80th percentile or better on these standardized tests.

By objective standards, Fenway students seem to be fairly similar to their counterparts at Boston English High School and throughout the BPS. However, in interviews and observations of students, we found that students who attend the Fenway may be different in more subtle ways. Many exhibit a motivation and desire to learn that sets them apart from their fellow students. Most were aware of individual needs which were not being addressed by the schools that they had previously attended. The students we interviewed weighed their options and made a conscious choice to attend the Fenway. Many students and their parents "worked the system" to get into the Fenway. In short, the students we observed and spoke with wanted to be at Fenway.

Fenway's Impact: The Student Perspective

Academics

Students were very positive about the academic setting at the Fenway, which they found to be both rigorous and engaging. Students were able to identify the following ways in which Fenway differs from traditional high schools:

- The depth in which issues are addressed;
- The amount and quality of class discussion and dialogue;
- The amount of personal attention to students' needs and progress from teachers;
- A teaching style characterized by risk-taking and high academic expectations; and,
- The ways in which the school day and curriculum are organized. Students identified the integrated curriculum, the connection of classwork to life experiences, the presence of project week, internships and exhibitions as important and positive aspects of the Fenway experience.

Overall students were most positive about the Humanities curriculum. The way ideas and themes were presented clearly engaged those with whom we spoke. Students were able to articulate these themes, and identified the content and form of class discussion and the reading and writing assignments contained in the curriculum as important and challenging. Group discussion, they felt, was an important aspect of "building community." While the most common criticism related to the lack of instruction in basic skills--spelling, grammar and vocabulary--students at all academic levels got something from this curriculum.

While Fenway has since changed its math curriculum, at the time of the interviews, students were particularly critical of the Applied Math curriculum. Students also discussed the math courses which were available

to them through Bunker Hill Community College. Students most enjoyed the interdisciplinary exercises which were incorporated into the Applied Math curriculum, and were positive about the range of courses available to them in math through BHCC. Students were least positive about the content and pacing of most math courses. Classes were boring for some and too difficult for others, in contrast with the Humanities curriculum where students at all academic levels could find ways to participate. Both students who felt they excelled in math and students who thought of themselves as math phobic were critical of the math curriculum. Of the students who attended BHCC math courses, most were distressed by the difference in teaching style, and, more generally, the lack of support they experienced among BHCC staff.

Comments about the science curriculum were unanimously positive. Students liked the "hands on" quality of much of the work: the labs, the field experiments, the real world applications. Most students said that they found the courses challenging, but rewarding.

The teaching of foreign languages at the Fenway is limited to Spanish. Courses available at the time of the interviews were Spanish I and II at Fenway, and a range of language courses within BHCC. There was very little discussion by students about the classes. However, students were generally negative about their experiences in this area.

In the area of academic achievement, we asked students to rank how they thought Fenway students "do in the basics compared to other high school students in Boston." Overwhelmingly, students were quite positive about their overall academic achievement. Most (61.9%) thought students at the Fenway did better than their counterparts at other schools. Students also felt that they picked up more critical thinking skills than other high school students. Some of the high academic achievers qualified their remarks: they felt that students entering the program "get a lot of help," but that the more advanced students did not derive as much benefit from the program.

Personal Development:

Among the goals of the Fenway program, perhaps the one identified as most important by staff and advisors is fostering personal growth among students. Staff at the school feel it has an important role to play in building the self-esteem and self-confidence of students. Fenway encourages students to take risks, strengthen leadership qualities, and learn how to live with and support one another and "give back" to their communities. These personal development goals are a tall order. But, by the students' own accounts, the Fenway seems to be largely successful in achieving these impacts within its

student population. When we asked students how they had grown while at Fenway, the themes in students' responses were:

- More responsible or disciplined than in the past;
- More outspoken and able to express themselves publicly on issues which they care about;
- More self-confident;
- More future oriented and aware of the consequences of their actions; and,
- More at peace with themselves and more tolerant of others.

Students suggest that the size of the Fenway program, the quality of the student/teacher relationship, the quality of the student/student relationship, and being on the campus of a community college are all elements which have contributed to their personal development.

Career/Future Goals:

Fenway staff also have a number of goals for their students which fall into the category of career development and future plans. Many students we interviewed had well-developed future plans, usually related to activities the students participated in while in the Fenway program. Students' plans seemed, for the most part, grounded in reality; for instance, those who planned to attend college already had gained admission. Most felt that they either were "very well" or "fairly well" prepared for the future activities they planned.

Of the students interviewed, 42.9% had participated in internships while in the Fenway program. The majority were in the Children's Hospital Collaborative. Most were very positive about their internship experience. Fifty-five percent said that they "will continue in the same areas or at the same job." Another 22.2% said that they "may pursue the field in the future."

Overall Appraisal

Finally, we asked students to rank the Fenway on a scale of 1 to 4, where 4 is the highest, on a series of statements about the program. In every area, Fenway students ranked the program very high. The average rankings ranged from 3.8 to 3.2. The following areas were ranked 3.7 or higher:

- "challenging students to think creatively;"
- "making school interesting;"
- "motivating students to stay in school;"
- "helping students to feel good about themselves;"
- "challenging students to work hard;" and,
- "teaching things that are connected to the real world."

Student Performance

Academic performance was gauged using a number of indicators, including attendance rate, drop-out rate, percentage of failed courses, credit accumulation rate, performance on standardized tests and post-graduation plans. In addition to these standard measures of performance, students were evaluated based on some alternative measures, including portfolio review and observation of exhibitions. The analysis of these non-traditional performance measures is explored separately.

Findings of Quantitative Analysis

In general, Fenway students are more likely to stay in school and receive their diploma, compared to students in BPS non-exam high schools and BPS high school students overall. Cohort and annual drop-out rates for Fenway students are twenty to thirty points lower than other comparison groups. The gap in drop-out rates (the spread in percentage points between Fenway and other comparison groups) increases significantly when examining specific "at-risk" groups, including students who are overage, have a special education designation or are of Hispanic origin. **In other words, the impact of the Fenway can be seen most profoundly when looking at these most "at risk" students.**

Fenway students also appear to attend school more regularly than do high school students overall. Attendance by Fenway students is slightly higher than BPS high school students overall, and significantly higher than students in individual BPS non-exam high schools.

Students who participated in the Fenway/Children's Hospital Collaborative program exhibited among the lowest drop-out rates and highest attendance of any students within the Fenway program. In the two cohorts of students tracked in the evaluation--the Class of 1991 and Class of 1992--no student who participated in the Collaborative program dropped out. Attendance among Collaborative students was also slightly higher than for Fenway students overall.

The Fenway experienced an enormous amount of student turnover during the years included in the cohort analysis: 1987 to 1992. Much of this turnover was due to the transfer of the program from the Fenway neighborhood to Jamaica Plain in 1989, and then to Bunker Hill Community College in Charlestown in 1990. The program also increased and contracted in size over this period as a result of space and funding limitations. However, as a result of these factors, only about a quarter of the students tracked over the five year study period attended Fenway for the entire three years. It is interesting to note that for those Fenway students who "stayed behind" at English High

School after the program's departure, we continue to observe low drop-out rates and high attendance. This phenomenon suggests that program success (in the areas of drop-out rates and attendance) may be as much a result of the type of students who attend Fenway as to the impacts of the program on students.

Other quantitative measures of performance tracked by the evaluators included percentage of failed courses, performance on standardize tests and rate of credit accumulation. Unfortunately, the BPS does not monitor performance along these indicators over time for students in the BPS overall. Instead, the evaluators compared performance in these areas for Fenway students, first before entering the program, and then during their time in the Fenway program.

Along the above three indicators, and attendance mentioned above, student performance declined or stayed the same when comparing "before Fenway" and "during Fenway" numbers. These findings can be interpreted in a number of ways. One explanation is that the decline in performance observed among Fenway students occurs among all high school students between the 10th and 12th grade. This is certainly true for performance on standardized math and reading tests, which are scored on a national norm. In general, the academic preparedness of a BPS student compared to students nationally declines for each year the student is in school.

Other explanations for the decline or stagnation in performance among Fenway students overall include: different recordkeeping, scoring, or promotion procedures at Fenway; the fact that the Fenway is successfully holding on to students who would have dropped out of other schools but whose academic performance is lower than that of students in their grade in other schools; and, the diversity of the student population at Fenway (In other words, hidden in the overall "before/during" numbers, might be stellar improvements among one type of student and declines among another type of student.) Without comparison data from the BPS, we cannot say whether the decline or stagnation observed among Fenway students is greater or less than that of other BPS students.

A final quantitative measure of performance used in the evaluation is the post-graduation plans of Fenway 12th graders. Here, Fenway students showed enormous resolve to continue their education after high school. In all, three-quarters of Fenway students planned to attend a two-year or four-year educational institution or a professional training program in the year following graduation. Only 58.4% of BPS students overall (and 50.3% of non-exam high school students) in the Class of 1993 planned to attend a college or professional program. Other plans among Fenway graduates included employment (19.7%; 15 graduates) and the military (1.3%; 1 graduate). Only three out of seventy-six graduating Fenway seniors in the cohort study (3.9%)

were undecided as to their future plans. The comparison figure for the BPS as a whole and for the non-exam high school students was 15.0% and 19.1%, respectively.

Findings of the Portfolio Review

One of the key Essential School principles prods teachers to plan their classes backwards from some demonstrable way students can exhibit mastery at the course's end—not requiring students to regurgitate textbook facts, that is, but by asking them to link concepts across the disciplines, think on their feet, speak and write persuasively about things that matter. What should result, the Coalition argues, is a system of assessment that relies primarily on performances or exhibitions (either at the course's end or at graduation), and on portfolios of student work demonstrating progress over time.

Horace, September 1991

Twenty-one portfolios of graduating seniors, selected randomly, were reviewed by an outside educational consultant. In May 1992, when these portfolios were assessed, Fenway was still in its infancy in incorporating the use of portfolios, and demonstrations of mastery, such as exhibitions, into the curriculum. The portfolios consisted of reports and assignments from math and Humanities courses and other work selected by the students as reflective of his or her academic and personal accomplishments.

In addition to reviewing the content of the portfolios for the sample of students interviewed, the evaluators observed student exhibitions and talked with teachers to gain a sharper understanding of the human interactions involved.

Within the math portfolios reviewed, there is evidence that few students fall through the cracks. The majority of students have the kinds of mathematics skills that will permit them to survive, even to enter a college classroom or job where no more than the basics of Algebra I is required. This is a major accomplishment. At the same time, students are leaving Fenway with a level of mathematics that can do little to enhance their options. For this to be the case, students would have to have a firm and generative hold on mathematics at or beyond the Algebra II level. If the substantial work that Fenway has done to enable students in the area of math by twelfth grade could eventually be completed by the end of tenth grade, then teachers could concentrate on reaching that next level.

Within the Humanities portfolios reviewed, the control of basic English skills, types of writing, and organization is characteristic of 8th grade tasks being developed by the New Standards Project (a national consortium of states and districts concerned with raising standards and improving

assessment). While many (though not all) of the samples would rate as "Basic" for 12th graders on the National Assessment of Education Progress 1992 Writing Assessment, few, if any, would rate as "Proficient." Some (as many as a quarter) would rate at the "Insufficient" level. Observations of classroom discourse and student presentations make it clear that this written work is complemented by strong oral skills. Students at Fenway are good at answering questions about their work. Face-to-face, they have strong narrative skills, as well as skills of persuasion and logic.

In addition to the Humanities and math portfolios, the senior portfolios contain a resume, future plans statement, Project Week paper, position paper, reflective letter and an internship report. This is the place where the strength of the Fenway students is most evident. It is here that one can see students carving out an issue they care about and attempting to weave personal experience, beliefs, and sometimes outside resources into a coherent whole. Here, too, is where one sees what students have been able to make of opportunities such as the internships.

As mentioned above, portfolios and exhibitions are still very new at Fenway. Both the evaluator's review, and conversations with Fenway teachers and administrators suggest that these tasks are not yet as clearly defined as they need to be or as Fenway's teachers would like them to be. This definition requires refinement at two levels: first, in terms of the standards of mastery to which students will be held at the time of graduation; and second, in terms of the intellectual elements which must be contained in the coursework for students to be able to meet these established standards. This definition should also encapsulate new technologies and data interpretation skills in the context of Fenway's internships, to enhance students' options in the changing workplace. In the next round of work in this area, it will be critical for Fenway faculty to concentrate on designing curriculum, teaching strategies, tutoring opportunities and job placements that can move the majority of students from only having enough skills to move on, to having skills that will substantially change their life options.

This review also has implications with regard to the period of time Fenway needs to work with students. At the time of the evaluation, the majority of students attended Fenway an average of two years. While this may be sufficient time to improve student's attitude toward school and to improve self-image and self-esteem, it is not sufficient time to "turn around" the academic deficits so many students bring with them to Fenway.

Impact of Fenway - Parents' Views

Among the broad goals Fenway has established for itself is the goal of greater parent involvement. Fenway staff see themselves as co-partners with parents in the education of their children, and make special efforts to reach out to the

parents through the advisors, through parent evenings and open houses, and this past year, by establishing a Parents' Council to actively involve parents in conversation about academic and programmatic issues. As part of the evaluation, TDC invited all Fenway parents to participate in one of two scheduled focus groups. Eighteen parents attended. The following points reflect their views about the school and its impact on the lives of their children.

- **Many of the parents had actively chosen Fenway** and had "worked" the BPS system to ensure their child's placement at the school. Most had done some research prior to selecting Fenway and chose it because it provides greater individual attention to students, offers safety and security that larger high schools cannot, and has a positive reputation for working with young people who have had problems with school or are on the rebound from other schools.
- Parents believe that their **children have changed in positive ways since coming to Fenway**. They point to their children being more involved and engaged, less dulled by school, and exhibiting greater self-assurance and self-esteem. While some students had difficulty with the open setting, parents noted, they have stayed at Fenway and not dropped out—a significant accomplishment.
- Elements of the Fenway program that parents are most positive about include the multi-cultural emphasis, the public exhibitions and performances, the advisory system and the application of real experiences within the curriculum.
- Elements of the program which parents flagged as issues of concern included: the need for standards around behavior, attendance and related discipline issues; and, the desire for more breadth in the coursework. Parents noted that the way in which Fenway treats students as adults sometimes undermines their own level of control over their children. Despite these negatives, many parents noted that **without Fenway, their child would have dropped out of school.**

Over time, despite some absentee parents, Fenway has moved toward increasingly greater parent involvement. This is a significant element in Fenway's ability to broaden options for their students. As Fenway teachers and advisors encourage students to push the edges of the envelope—taking the SAT test, taking advantage of summer jobs or tutoring—they will require the support of parents. Too, as Fenway defines its place within the BPS, the role of parents, who feel as strongly as staff about the school, will be critical.

Impact of Fenway - Alumni

The purpose of this evaluation was to "take a snapshot in time" of Fenway's impact on students, rather than to track students over a number of years. But perhaps the most important question asked by Fenway supporters is, "How are your graduates doing five years after graduation? How would your graduates rate Fenway's performance with the perspective of time?"

To attempt to answer these important questions, the evaluators surveyed the graduates of two classes: 1985 (the first graduating class) and 1989. 33% of the 39 1985 graduates responded to the survey; 62% of the 55 1989 graduates responded. Those answering the survey were diverse by race and age and match Fenway's current student profile.

What do these alumni tell us about Fenway and its' graduates?

- A high percentage of graduates (77%/1985 and 76%/1989) responding to the survey have participated in at least one educational program since high school. Of the class of 1985, two are currently in an educational program; of the class of 1989, 16 are currently enrolled.
- Of those who had enrolled in an educational program, many had attended two or four year colleges (50%/1985 and 73%/1989). Of these, however, only a small number have actually earned a degree. A smaller number had enrolled in a trade school or training program (30%/1985 and 19%/1989), and a larger percentage of these have completed these programs.
- Nearly all graduates have held at least one job since high school (92%/1985; 100%/1989); Of the class of 1985, 77% are currently employed; of the class of 1989, 70.5% are currently employed.

We asked graduates to rank Fenway's performance against a series of goals developed by leadership and staff for their students. When compared with the rankings of more recent graduates, and the views of parents and outside observers, they form a consistent picture of Fenway's strengths, the areas in which Fenway has improved over time, and of the work yet to do.

Overall, Fenway gets high marks across the board from alumni four and eight years after graduation, with the majority of graduates ranking Fenway as having done "very well" or "fairly well" against each of eighteen programmatic goals. Among both sets of graduates, Fenway ranks most highly on such issues as "motivating students to stay in school," "making school interesting," "helping students to think creatively," "providing support and personal attention for students," "challenging students to work hard" and "making students aware and tolerant of cultural differences."

Many students penned warm comments ("I would like to express my gratitude for those who gave me the motivation.") in support of specific teachers and to the Fenway generally. Fenway ranked less highly, though consistently across both classes, on the academic basics and on its ability to prepare students for going to college or for careers. (I think with a little work that Fenway would be able to obtain the high academic standards of schools such as Latin and offer this program of study to a wide variety of inner city kids.") In areas where the Fenway has undergone significant fine-tuning, such as the social issues curriculum and connecting classroom learning to real world settings, the more recent graduates ranked Fenway more strongly than did older graduates.

Impact of Fenway - Teachers' Views

Teaching staff also lend an important perspective on the impacts of the Fenway program on students, teachers and the BPS as a whole. During the course of the project, we carried out a number of evaluative tasks with teaching staff including:

- three, two-hour focus groups with Fenway teaching staff, separated by curriculum area, in which we discussed student impacts, evolution of the curriculum in their areas, professional development goals and opportunities, and institutional issues, such as the evolution of the program, the pace of change, the quality of leadership and relations with BHCC staff;
- a short mail survey, with ranking and open-ended questions, as a follow-on to the focus group discussions and which was completed by all eleven full-time and adjunct teaching staff; and,
- collection of attendance data on teaching staff from the BPS.

Below, we summarize the highlights of this research.

Profile of Fenway Teaching Staff

The Fenway teaching staff is extremely diverse by background and by years of experience in the profession. The average years of teaching experience among those surveyed is 15.4 years. However, years of teaching experience is distributed bi-modally, with a majority of teachers having 20 to 25 years of experience and a minority having relatively few years of experience (2 to 5 years). This distribution is true also for the number of years staff have taught at Fenway. While the average number of years at Fenway is 4.9, approximately half have been with the program since or nearly since its inception ten years ago, while the other half only came to Fenway in the last few years. Nearly all teachers (90%) come to Fenway with at least a masters degree.

Teachers are relatively eclectic in terms of professional experience. One teacher taught business education for 16 years prior to coming to Fenway. Another pioneered school-to-work transition programs. Several teachers had experience teaching abroad or in an international setting prior to coming to Fenway. Teaching staff have taught at all levels—elementary, middle school, high school and college; approximately one-third have had some experience with alternative teaching methods prior to coming to Fenway.

Apart from these vital statistics, Fenway teachers are characterized by their care for the well-being of students, their energy and enthusiasm, their dedication to task and their openness to change as practitioners. These qualities surfaced in each focus group and in teacher's responses to survey questions. Teachers care enormously about the Fenway program, and bring that concern to their work as teachers and as advisors to students, their interaction with one another and their job as educational innovators. More than one teacher characterized the environment at Fenway as "collegial," and pointed to the level of caring and seriousness of purpose among staff as the most rewarding aspects of their work.

Impacts on Students

Paralleling the comments of other observers, teaching staff feel they are making the strongest impact on students in the area of personal development—building confidence and self-esteem; encouraging students to be proactive about their education. In a series of ranking questions, teaching staff gave the Fenway highest marks in "helping students to feel good about themselves" (3.8 on a 1 to 4 scale), "giving each student some personal attention" (3.8), "keeping violence out of the school" (3.6), "motivating students to stay in school" (3.5), "making school interesting" (3.5), and "teaching things that are connected to the real world" (3.5). Teaching staff gave the Fenway the lowest marks (which were still quite high) in "helping students to make good choices with regard to sex and family planning" (2.3) and "challenging students to work hard" (3.0).

We also asked teaching staff to rank how well the Fenway is doing in meeting its basic instructional objectives with students. Here, teachers were less sanguine about the impact they have had on students. Again on a 1 to 4 scale, teaching staff ranked Fenway's performance highest in the areas of "verbal communication" (3.6), "reading" (3.2) and "preparation for future workplace challenges" (3.1), and lowest in "foreign languages" (2.1), "writing" (2.9) and "preparation for college-level coursework" (2.9).

Staff expressed some frustration at the difficulty of having an impact on students in the short period they attend the Fenway. It is only in their third and final year, staff observed, that students really take a leadership role in their education. Those students who transfer to Fenway or return to school

in their junior or senior year have difficulty adapting to open setting and non-traditional learning environment at Fenway. However, staff have also observed some new students who have undergone dramatic transformations -- attending school regularly for the first time; excited about learning -- as a result of the personal attention they receive at Fenway. For the most part, teaching staff support the recent decision to curtail the number of junior and senior year admissions.

Many students enter the Fenway with academic skills two or more years behind their grade level. Teachers observe that they spend an enormous amount of time playing "catch-up" in the classroom. Noted one teacher, "There's so much ground to make up (for a lot of students) that we can't jump far enough with them." And another, "We are not producing high quality scholars, but I'm not sure that is our mission. We get students who by definition are 'at risk.' They come to us with deep emotional scars and heavy academic deficits. In many cases, it's almost impossible to make up for these voids in their earlier life."

Impact on Teachers

Teaching staff were extremely positive about the setting at Fenway. Staff said that they get more personal and professional support at Fenway than they would get at another institution. Teachers mentioned the collegiality among staff as a positive trait. They also liked the amount of discussion about teaching that occurs at Fenway and the fact that staff really care about what they do.

In a series of ranking questions, we asked teachers how well the program is doing with regard to its impact on teaching staff. Staff gave the Fenway the highest marks in "providing support to teachers to experiment and take risks in the classroom" (3.7 on a 1 to 4 scale), "fostering an atmosphere of mutual support among staff within the Fenway program" (3.5), and "encouraging teachers to pursue their own professional development activities" (3.4). Staff felt the Fenway had the most room for improvement in "helping teachers to cope with stress and avoid burn-out" (2.5).

Teachers said they are given free rein to develop curriculum or adapt units for their classroom. Staff also appreciate the amount of professional support they receive in their curriculum areas--from Facing History and Steve Cohn in the Humanities and from TERC and Harvard in math. Teachers frequently mentioned the weekly team meetings and the bi-yearly retreats by curriculum area as important in guiding them in their work.

As one teacher noted, it is an "exciting time" to be at Fenway. The Humanities curriculum has gone through one complete three-year cycle, and now is being refined as it begins again at Year One. In math, the Fenway

scrapped the traditional sequenced math curriculum (algebra, geometry, trig., etc.) in 1991 for an applied math program, and was recently selected to pilot an innovative math curriculum developed by U.C. Berkeley called "Integrated Math Program" for which teachers recently received training. Finally, the entire Fenway staff is wrestling with the concept of "working backwards" and setting standards and defining the "essential questions" for their curriculum area and with implementing alternative forms of assessment in the classroom, including portfolios and exhibitions.

Some teachers noted difficulty in making the transition to the alternative teaching methods and open school setting at Fenway. Staff would like to see more team teaching and staff support for new teachers. Teachers also expressed frustration with the level and pace of change at Fenway over time. Some felt that the Fenway is unduly influenced by each new innovation on the education front; that the program is trying to implement too many changes too quickly. Noted one teacher, "You can't just pick and choose the things you like from other Coalition [of Essential School] schools, and expect them to work here."

Finally, teachers expressed concern about Linda's and Larry's absence this academic year and their disengagement with day-to-day activities at the school over recent years. Many harkened back to the days when Linda and Larry would leave teachers notes of encouragement in their mail boxes or take an active role in team meetings. While staff characterized the administrators as "visionaries," they felt that Linda and Larry sometimes implemented changes too quickly without explaining them sufficiently to staff. Also, staff felt that the administrators could do a better job at explaining how their activities away from Fenway contributed to the well-being of the program. Said one teacher, "They should share their burden with us and not treat the staff as if we were children."

Challenges for the Future - The Implications of Findings

Fenway Middle College High School has a great deal of which to be proud. The findings of this evaluation point to important successes in motivating and engaging a diverse group of at-risk inner city students to stay in school and complete their education. There are other accomplishments as well. The results of this evaluation point to an equally important and challenging agenda for the next five years for the Fenway Middle College High School, both at the academic and at the institutional and organizational levels. Below, we briefly discuss the key items on this agenda. These and other issues are discussed in greater detail in the full Evaluation Report.

Academic Agenda

Build an integrated curriculum across varying skill levels; continue the development of the math and science curriculum

The views of students, teachers and administrators, as well as the review of senior portfolios, point to the need for Fenway staff to devote time and energy to building and refining the integrated curriculum within the main course clusters to ensure that Fenway's curriculum can benefit the school's academically diverse student body. Fenway staff are well aware of this issue, and are currently implementing a new math curriculum (IMP) and turning their attention to the science curriculum.

Rationalize the use of portfolios and exhibitions within coursework and at graduation

Fenway is poised to fully implement the use of portfolios and exhibitions within its coursework and to work with students to develop these demonstrations of mastery as the basis for graduation. This will require establishing clear academic goals and standards for Fenway graduates, and incorporating these standards and goals into the curriculum.

Lengthen the period of time in which Fenway works with students, at a minimum, to ninth grade, potentially to middle school

It is clear from interviews with teachers and from the review of student's performance that Fenway's remarkable success in engaging and keeping young people in school is not matched with the same level of academic mastery. During the evaluation period, the majority of Fenway students attended the program for only one year. While Fenway teachers and administrators do not wish to close their doors to those juniors or seniors for whom Fenway is the only alternative in the system to dropping out, Fenway should strongly consider ways to bring the majority of its students into the program earlier. Fenway should do its primary recruiting job with ninth graders at a minimum. Options for reaching either directly or indirectly, through feeder programs, to the middle school level should also be considered.

Use BHCC to the greatest advantage for all students

One of the main reasons for locating at BHCC was to provide access to Fenway students to the resources available on a college campus. Interviews with students, Fenway teachers, BHCC teachers and administrators suggest that this goal is not being realized. Observations of other middle college programs suggest that it takes many years for a program to fully integrate within a college setting. While efforts are currently being made by the college to

increase communication, students are experiencing difficulties in college courses and feel somewhat stigmatized by BHCC teachers and staff. BHCC's invitation to Fenway to join in the college's strategic planning should be accepted. In addition, efforts to integrate the strategic planning which Fenway hopes to undertake with the college's efforts should be made.

Organizational

Manage change and consolidate gains at the same time.

One of Fenway's staff members noted that working at the school is "like driving down the highway in your Toyota, while trying to fix the flat tire at the same time." One of the things that makes Fenway unique is that it is always on the cutting edge. Indeed it defines itself in this way. Nonetheless, this creates enormous stress on teachers who often feel that they are being asked to try something new before they have had a chance to refine the last innovation. As Fenway continues to embrace change in reaching for its largest hopes as a school, its greatest organizational challenge will be to keep its eye on what has been attained.

Build internal administrative capacity

With each innovation comes some administrative responsibility--the Parents Council, the Advisory Board, the provision of social services on site--to carry it through and to support it administratively for the long term. Fenway needs a stronger internal administrative capacity to match the strength of its programmatic accomplishments and future aspirations.

Continue to refine the answer to the question, "Who does Fenway best serve?"

Fenway prides itself on having a very diverse student body both academically and by race and culture. From interviews with students and teachers, it is clear that not every student benefits equally from Fenway's approach. Some students are too far behind academically to catch up, given the current model. Some, at the other end of the spectrum, may be bored. While the evaluators understand Fenway staff's desire to not close its doors to all who want to be at Fenway, it will be helpful for parents, potential students and Fenway staff to be specific and clear about who the program best serves and about its capacity or desire to provide a more comprehensive high school program.

Institutionalize collaborations

Fenway has been highly successful at using collaborations with outside organizations and resources to support various aspects of its program. Chief among these have been the school-to-work and internship efforts. Institutionalizing the commitment of collaborating organizations will be key to Fenway's ability to offer and support these opportunities over the long term.

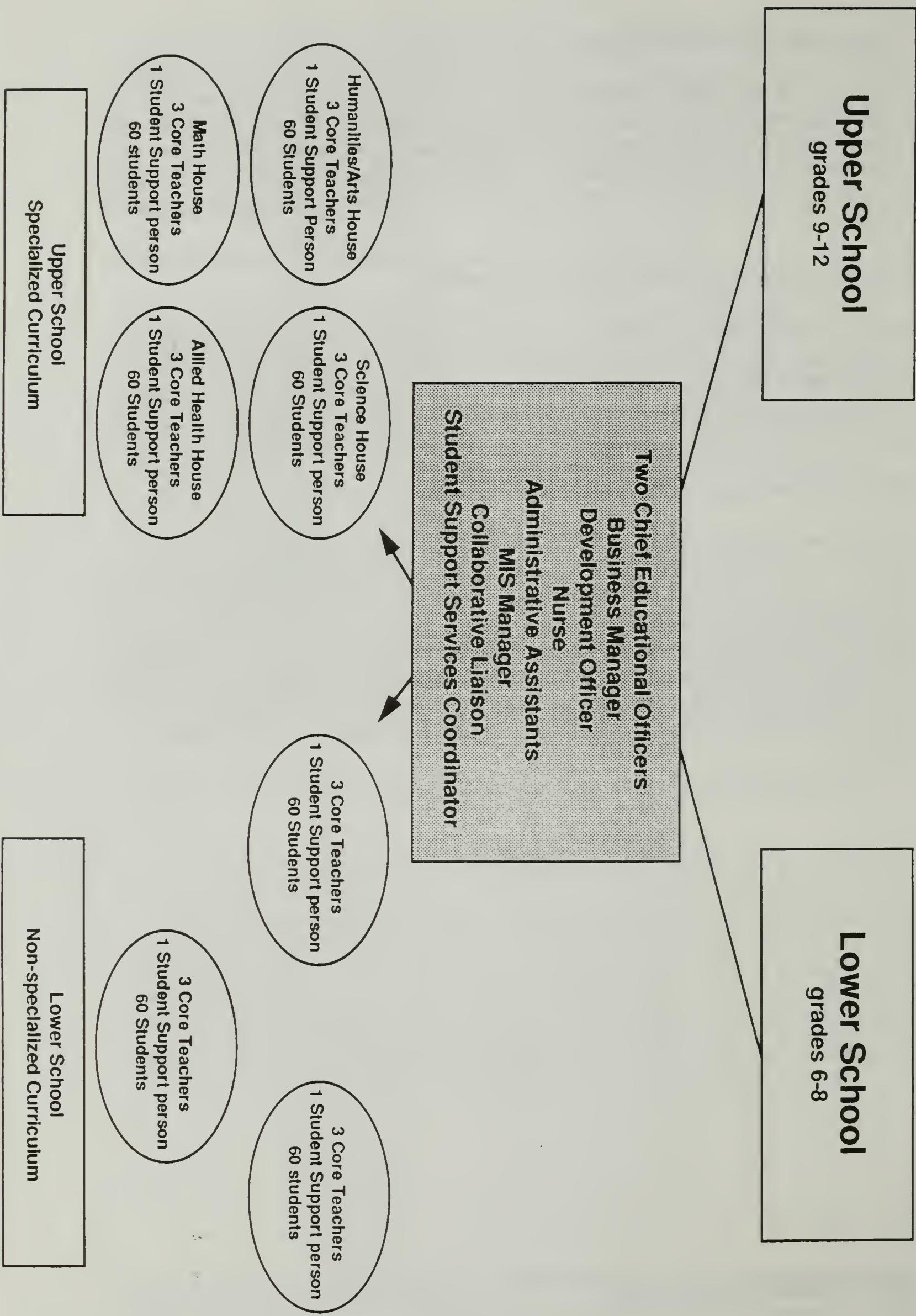
Need for outside dollars to support the model

Over the past five years, Fenway has effectively garnered and used private resources to support the development of various aspects of its program. A challenge for Fenway, and for those who would replicate the model, is to understand clearly the costs associated with the program, and to identify ways in which it can be sustained financially in a public school setting.

BPS relationship

During the period of this evaluation, the Fenway's relationship with the Boston Public School system has ranged from adversarial in some quarters to benign at best. While some individuals within the BPS have supported and nurtured the Fenway, this is not the sense one has of the overall relationship. Nonetheless, Fenway is a part of the BPS and is reliant on it in ways small and large. The BPS has a tremendous amount to gain from Fenway's success, as does Fenway from making the public schools work. As Fenway looks forward, tackling this relationship strategically needs to be a part of the agenda.

Fenway II Organizational Chart



Appendix V

*Fenway
in the
News*

Innovative Boston high school wins praise from Ted K

By CONNIE PAIGE / GLOBE STAFF
 A 10-year-old alternative high school in Boston is coming into its own. U.S. Sen. Edward M. Kennedy emphasized during a visit yesterday that the kind of thing we want to encourage."

Kennedy said he would use examples from the Fenway Middle College High School — a program for students with a history of disciplinary and academic difficulty — during hearings starting next week on Capitol Hill on the upcoming education bill.

The school has the lowest dropout rate in the city at 8 percent compared to a citywide 25 to 30 percent average, said Linda Nathan, a Fenway School official.

"I think this kind of experience

can be replicated in schools not just all over Boston but also all over Massachusetts and all over the country," Kennedy said after meeting with students and staff.

"I think Fenway is a good place to be for people who are really serious about their education," said Natalie Lewis, a senior.

"The teachers are really there for you. They notice your weaknesses and your strengths."

The school models itself on

principles developed by Brown University's National Institute for School Reform, a recent recipient of \$50 million of a \$60 million grant from philanthropist Walter Annenberg.

Among the Institute's principles are that all children can and must learn, that teaching must be appropriate to a child's development and that schools should be democratic.

Several students' testimony spoke volumes about how other Boston high schools could not fulfill such goals.

Senior Dahena Daniel, a native of Trinidad who had gone to Charlestown High School, called her first high school "dull and boring." With no challenges,

"It was either dropping out of school or coming here," she said. "It was like a whole new world opened up to me."

"You don't have to do the same thing all the time," she said. "It was either dropping out of school or coming here."

"It was like a whole new world opened up to me."

2 Hub Schools Share Wealth

Get part of \$500M Annenberg grant

By CONNIE PAGE

Two Boston public schools — the Fenway Middle College High School and the Hernandez Elementary School — and as many as 17 other Bay State schools — will get a share of a \$500 million private grant, the largest ever awarded for education, officials said yesterday.

Philanthropist Walter Annenberg, who announced the grant at a White House ceremony with President Clinton at his side, said the money is to help schools reform education and quell violence. It is not yet clear how much each Massachusetts school will receive from the grant, officials said. Clinton said the grant will help promote a "standard of excellence" for education that can be adopted, school by school, around the country.

"I'm on cloud nine," said Linda Nathan, co-director of the Fenway School, now on a year's leave of absence. "It's just so exciting." Fenway teacher Mildred Sanders — who was invited to Washington to celebrate the announcement with two Fenway students, her daughter Tuanner and

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"I think this is an opportunity for us to be recognized for the work we do at Fenway, and to be validated."

Fenway belongs to the nationwide Coalition of Essential Schools, which will receive much of the grant. Headquartered in Providence at Brown University,

College is about to apply.

McEnroe said. Also receiving \$50 million from the grant will be the New American Schools Development Corp., which has a relationship with Boston's Hernandez School.

— Herald wire services contributed to this story

the coalition encourages schools to innovate while operating with nine governing principles, including:

- Students take fewer subjects in longer classes than in most schools.
- Coalition schools stress the value of "unanxious expectation" to keep learning relaxed.

- Students graduate by rewriting a position paper instead of passing tests.

Also in the coalition are Gloucester's O'Maley Middle School, Salem Middle School East, and Brimmer and May, a private school in Chestnut Hill, said Ted McEnroe, the coalition's schools coordinator.

Twelve other schools in the state are soon to be coalition members, two more just submitted applications and the new Multicultural Middle College High School at Roxbury Community

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4 in Boston, Sanders said. "Every time they mention major urban cities that are embarking upon restructuring and redesigning schools, Boston is never mentioned," Sanders said.



Jump to it - Seventh-graders Kevin Shiffman [L] and Stephen Campbell [R] worked out with aerobics instructor Normandie Nigh at the HMO Blue fitness demonstration last week... [Bill McDermott photo]

7th-graders learn fitness can be fun

By William R. McDermott

America's "pleasingly plump," cheerful-but-chubby children can no longer escape the modern world's drive toward physical fitness. Just when they thought they'd been forgotten and could continue with ease their life of buttery snacks and long sofa excursions each afternoon watching TV, along comes a catalyst - one who challenges them to be active and exercise for a lifetime of good health.

That woman, Cohasset aerobics instructor Normandie Nigh, executive director of Fit for Success, made her energetic presence felt when she led Hull High seventh graders through an hour of vigorous, but fun-filled exercises last week.

Accompanied by six fit and active high school girls from Fenway Middle College High School in Charlestown, the team set out to demonstrate the value of developing the habit of regu-

lar exercise and encouraging them to make the proper health choices for a lifetime of "fitness and wellness."

Sponsored by Blue Cross/Blue Shield, Nigh and the high school girls, called the HMO Blue Fitness Team, have made similar trips to inner-city high schools and elementary schools to deliver their message of the importance of regular exercise to good health and well-being.

Before the afternoon was over, the seventh graders jumped, played "follow the leader" to improvised steps, walked aerobic style, arms and legs churning in a fast tempo, and practiced team exercises on mats, hopping up and down to the latest music.

"Keep moving!" the HMO Blue girls chanted. "You gotta keep moving!"

"It helps the calf muscles to jump," said seventh grader Alyssa DiStasi, after the program concluded. "It's not boring," she said of the aerobics program, noting that she exercises each day at home with push-ups.

Another seventh grader, Joe Burridge, agreed with Alyssa that the fitness hour was fun, but also felt that aerobics is hard. "I'm going to work at it more and be fit," he said. One way to keep himself fit, Burridge continued, is by the regular exercise he gets walking a long paper route and riding his bicycle for fun.

That's what HMO Blue wants to hear, commented company representative Nathaniel Askia, an awareness of the lifetime value of physical fitness. ∞

CVS/Fenway Collaborative helps kids make the grade

The public school system has received a lot of attention in recent months. Debates rage on both the local and national levels regarding school choice legislation and education reform bills.

CVS has taken a proactive posture in forging education reform by designing a progressive, non-traditional curriculum for some high-school students in Charlestown, Massachusetts. In conjunction with the Fenway Middle College High School, this new CVS/Fenway Collaborative program brings real-life learning, a focus on math and science, and an opportunity to get a head-start on college, to inner-city kids who would normally be at risk of dropping out of school.

The school provides the students, who are eager to be involved in an innovative educational program, and the teachers to teach them. CVS provides funding and assistance with curriculum development. The result is an educational program which encourages kids to do well in all areas of learning and places special emphasis on math and science. The goal of the program is to help the students find a discipline which interests them and also the guidance they need to pursue a career in a related field.

We know we can't change the face of public education with one program. But if we can have a positive impact on the kids at the Fenway School and change the system just a little, then we've met our objective.

Explains Shai Shifad, vice president of Pharmacy Operations at CVS.

Encouraging some of the students to go on to college and pursue a degree in science would make the program an overwhelming success. And if they decide to go to pharmacy school, all the better.



Carmen Torres (right), the CVS/Fenway program coordinator reviews assignments with Nicole Leonard (center), a 9th grade student, and Heather Zabolesky, CVS intern and mentor.

First group gets started

The first group of students entered the program this past September. Twenty-five freshmen participate in the CVS/Fenway Collaborative.

Carmen Torres is the director of the program at the Fenway School. She also serves as the students' biology teacher and advisor. "The response from the students has been very positive," Carmen explains. "The learning environment we have is better suited than a traditional high school for keeping the kids interested and excited about schoolwork. If students take a genuine interest in what they are learning, they will be more likely to complete their high school education and perhaps pursue a college degree."

In addition to their classroom work, the kids have an opportunity to get out and explore. Trips to the Boston Museum of Science, CVS pharmacies, and area hospi-

tals enhance what they learn in the classroom. "Based on what I've seen so far this year, I expect the program will be a great success and a model for other corporations who want to get involved in public education," says Carmen.

Pharmacists get involved

A number of CVS pharmacists have volunteered to help Fenway students with their math and science work. Some of these same volunteers will provide one-on-one mentoring.

The tutoring program focuses on projects involving over-the-counter medications. Petrece Palmese, a pharmacist at store #717 (Cambridge, Mass.) is a tutor for a group of four students. "I am currently following the kids through a medical project in which they have to learn about allergies and allergy treatments," she explains. "More than teaching them about their science project, I feel we are helping them learn courage, self-respect, and self-confidence. I think this program offers them a great chance for success."



Antell Ingram, a CVS pharmacy intern and program mentor, works with students on an OTC project.

Students take a genuine interest in what they are learning, they will be more likely to complete their high school education and perhaps pursue a college degree.

In addition to their classroom work, the kids have an opportunity to get out and explore. Trips to the Boston Museum of Science, CVS pharmacies, and area hospi-

Business

THE BOSTON GLOBE • FRIDAY, FEBRUARY 12, 1993



Globe Staff Photo/David L. Ryan

Roxbury youth training programs may serve as models for President Clinton's national service plan.

BUILDING YOUNG LIVES

By Diane Lewis
GLOBE STAFF

She came to the interview last fall with a child in tow and an attitude that dared members of a Roxbury training program to care enough to take her on.

Now, Lorraine Claudio, an 8th grade dropout and 24-year-old mother of three, receives a \$225 biweekly stipend and an ample dose of discipline from the program, YouthBuild, which prepares young people for earning a high-school equivalency degree, community service and

jobs in construction and energy conservation.

"Once I had issues with the law," said Claudio. "Now, I want to be a lawyer and help women deal with domestic violence."

Stories like Claudio's - of tough young lives on the mend - were told yesterday to 46 policy makers from Washington who came to Boston to see YouthBuild and the volunteer youth corps, City Year. Today, they will meet with youth and representatives of Project Protach, a school-to-work program run by the Private Industry Council.

With President Clinton's ambitious national service proposal now on hold, public policy groups are taking a closer look at a range of programs as the new administration prepares to release its plan for tackling unemployment and making American labor more competitive.

Yesterday's visit was sponsored by the American Youth Policy Forum in Washington and Jobs for the Future in Boston. Among the participants: congressional staff, policy specialists, private funders and representatives from the US Departments of Labor and Education.

YOUTH, Page 71

Building young lives

■ YOUTH

Continued from Page 69

Although the visit was described as unofficial, many of the participants are likely to be involved in writing legislation or shaping national policy on youth employment, apprenticeship and community service, said Richard Kazis, director of policy research at Jobs for the Future.

"Boston is a model for the country," observed Samuel Halperin, director of the youth policy forum and the trip's organizer. "It has very innovative people, great universities and some progressive employers. It also has a confluence of service and apprenticeship programs."

Among local programs that have garnered national attention:

Project Protect: Funded by a two-year, \$970,000 grant from the US Department of Labor, the program is administered by the Private Industry Council in conjunction with teachers at local schools and the staff of six area hospitals. The goal is to help students grasp the world of work by doing real jobs, earning real pay (\$5.50 an hour and up) and by using a school curriculum that relates directly to what they do on the job.

The program's linchpin: project coordinators hired by the PIC who work directly with high school juniors and seniors serve as a liaison between students, teachers and job supervisors. The cost to PIC is \$3,200 a student in 1993; in 1994 the projected cost is less than \$2,000. A financial services sector is now being developed that will place students in banks and insurance companies. Ad-

ditionally, hospitals invest between \$2,000 and \$5,000 for each student apprentice they hire and train. It expects to serve 250 students next year. This year, it has 108 juniors and seniors from three Boston high schools.

Fenway Middle College High School: Located on the campus of Bunker Hill Community College, this is a nontraditional school with 200 students who begin in the 9th grade. It has received numerous awards, including citations from the US Department of Labor and the New England Association of Businesses. Fenway school, which began in 1983 as part of English High School, separated from the public schools and moved to the community college in 1990. Now operates as an independent program within Boston public schools. Since 1990, more than 90 percent of its youth have gone on to community or four-year colleges or full-time jobs that offer a career growth. This is a school-to-work program with a \$600,000 yearly budget. Juniors and seniors have the option of participating in full-time, six-week internships at the Children's Museum, the Museum of Science, Children's Hospital or other sites.

One student, for example, is working at Boston City Hospital with teenage parents. An adviser is teamed with 15 students and maintains contact with parents.

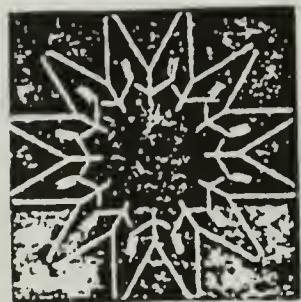
"Why do this?" asked Linda Nathan, associate director. "Because we have one of the lowest dropout rates in the city, because our kids feel like they belong, because it is a nurturing environment that works."

City Year: President Clinton focused attention on City Year during his campaign last year, when he came to Boston to see the program.

City Year is a youth corps of 225 young people between the ages of 17 and 23 who serve the community for a year and \$100 week. When their year is over, they receive a \$5,000 scholarship. The program pairs youth from the inner city with college-bound youth from the suburbs.

In December, program officials said a preliminary study showed that since 1989, 43.2 percent of the program's participants had gone on to college. City Year began with 50 young people in Boston five years ago.

YouthBuild: One of 15 affiliates of YouthBuild USA, this Roxbury program works with individuals who are 17 to 24. Youth erect homes and they attend school at the program site on Norfolk Street. Members are now at work on a 13-room dormitory for YouthBuild participants who don't have homes. They receive a modest stipend every two weeks and what one counselor calls "tough love." YouthBuild is expanding to include an energy and environmental component to help home owners conserve oil or gas and remove hazards such as asbestos. Funding: YouthBuild USA, a national umbrella group based in Somerville, will receive a minimum of \$17.5 million or the maximum of \$55 million in federal funding in 1993. The Roxbury affiliate has more than 40 youth. Nationally, several thousand have participated.



interlocken

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interlocken globe

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The Interlocken Globe is designed to keep counselors, campers, parents, friends and alumni informed of Interlocken's activities around the world.

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Vol. 13, No.1



FENWAY

Beginning the new school year on the right foot, Fenway's principal, Larry Myatt, arrived at Interlocken on September 23, with 130 students and staff in tow, for a three day retreat. Building a strong sense of community and exploring issues of diversity and environmental awareness were the primary objectives of the program.

A member of the Coalition for Essential Schools, Fenway Middle College High School is an alternative Boston public high school for older students.



Fenway and Interlocken: A Marriage of Difference?



Photo by Richard Herman

by Mary Jo K. Laffey

On September 26-28, the entire Fenway School, about 90 students and 20 faculty, came to Interlocken for a 3 day retreat to explore issues of diversity, community building and environmental awareness. Their goal? To begin the new school year by strengthening that special place that they described at the beginning of this article (see front page). And what better place to form a community than at Interlocken where being part of a family, where caring and being cared for, and where building confidence and trust are integral to learning. Interlocken too, in many of the same ways as Fenway, is that kind of very special place.

Both Fenway and Interlocken are committed to helping young people learn how appreciating differences in our own communities is a healthy and positive step toward global understanding and world peace. Appreciating differences means listening to and accepting others for who they are. And it means accepting ourselves - not trying to be someone else, say the 'right' things, or be the 'right' color in order to 'fit in'. Appreciating differences also means celebrating our unique and individual qualities in school, in our communities and on the job.

How are Fenway and Interlocken different? Fenway is an inner-city school in Boston where students and teachers grapple with issues facing most teens in urban

ment. Interlocken is a 1000 acre wilderness preserve that is an International Summer Camp in the summer, and in the winter, the staff administers travel programs for teen-agers interested in learning about other countries and cultures. How, might you ask, can two places so different work toward a common goal? Easy. It's all in creating a safe place.

Whether urban or rural, classroom or pine forest, hallway or campfire, both Fenway and Interlocken have made places that are safe for students and staff to share, confide and develop trusting and positive learning environments. At Interlocken, Fenway students developed trust by working in teams to get through 'spider webs'. They built confidence by singing and dancing in an outstanding performance in front of their peers and teachers, and by playing tag in a group of 120! They shared their fears, expectations, hearts, and ideas in essays that they wrote deep in a Red Pine Forest. They explored what it feels like to leave that safe place and return to an all-too-familiar reality.

The 'marriage' of Fenway and Interlocken brings together people of different backgrounds, physical characteristics and from different eating habits. What makes this marriage work is that both places share a similar way of supporting students to learn and look at the world with open minds, not to mention making learning fun. Oooops! Did I say fun? Yeah, fun. ♦

by Ivan Adorno

A sacred place for me, which I have been dreaming of for as long as I remember, doesn't exist yet.

This place is on earth. This place for me is a place where black, white, yellow and everyone else can just live together in peace and harmony: where no one ever felt pain, where no one argued, where everyone was happy.

For a minute, I thought I found this place here at Interlocken, but it seems to me that you can take someone from the city but you can't take the city from them. I'm not saying Interlocken is bad. It might be the place I've been dreaming of if the right people were here to appreciate it. It takes that special thing in some people to really enjoy nature.

Everyone here is real cool but not everyone gets along, which to me is sad to see. What I mean is, what do you get from arguing - is there a point to it? What are the results and rewards from fighting? Who really wins, if anyone wins at all!

All I hope is that my future children and future grandchildren get to experience this place that I've been dreaming of...

That some day
everyone will see the light
and realize that
black is black
and white is white
and that's no reason for us to fight.

by Reggie Verdieu

When the words peace, love and happiness come to mind I think about the bible. Every morning I'll have what I call my quiet time with God. I'll sit in my bedroom or living room it doesn't really matter, and I'll read the bible for at least half of an hour. Then I'll reflect on it and think about it. Then I'll get on my knees and pray to God about what is on my mind. There is also lately nothing else that can compare to the joy and excitement I get from having a quiet moment with God.

Some might not understand it and think that I'm weird but it is the only time I can get in peace and get rid of all my problems. There is no words that can explain the love that I feel from God. Sometimes living in a cruel and harsh world full of hatred and anger someone needs to feel true love and God is my way of getting that love.

by Keith Mills

I'm not a quiet person so I wouldn't like to be alone. I like to be active and talkative; being loud and funny is who I am.

I don't like quiet that much - noise and excitement is what I like...

If I had or thought of a quiet place it usually be in my head when my eyes are closed. Fantasizing is fun like dreams, but not scary. Now that's cool.

by Marcelle Desravill

I believe that life is cruel to some people.

Why are some able to eat while some others are dying from starvation?

Why are some enjoying the beauty of their own land while some are not able to do so?

Why does a portion take all of the earth's treasure while another portion is left with nothing? Why does one have the opportunity to live under a roof while another one is dying from the cold

Why are some people humiliated because of their race, nationality, skin color, while they're not responsible for the way they look?

I strongly believe that if we all stick together, if we all go for the same purpose, we'll be able to make a change around us, and the world will be a nice place to live.

by Wakeitha Kunze

When I don't hear anything but natural sounds
I'm at peace.

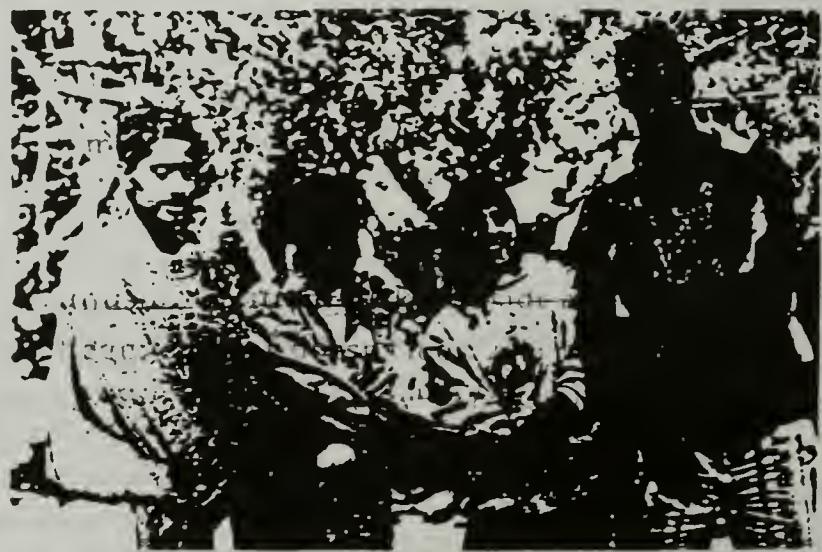
*Even if my mind is cluttered it seems as though it
remains when I'm in a peaceful place.*

Peace to me is not being bothered, forgetting about all your problems. A natural high is the best description. But just being alone doesn't help. I mean I must have a pen and a pad so I can release my feelings.

Peace is not just being in a beautiful atmosphere. It's a place within yourself that allows you to be at peace.

If I concentrate real hard I can be at peace with a lot of people around me in the worst place in the world.

I love solitude
and enjoy nature -
it's the most beautiful
necessity created



THE GREELEY FOUNDATION

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THE FENWAY SCHOOL FEATURES NATIONALLY

Fenway School Teacher Wins "Great Teachers" Award

Linda Nathan, who teaches English at the Fenway Middle College High School in Boston, was selected as one of America's ten "Great Teachers" by *Better Homes and Gardens* magazine. Linda was recognized for "building trust among students."

In another national publication, *Teacher Magazine*, the Fenway School was the feature story. Entitled "All in the Family," an excerpt appears opposite. Nathan, along with Director Larry Myatt, is quoted extensively within the text of the article, and the school is described as one that has "taken the ideas of author and education reformer Theodore Sizer and put them into practice. [The future of the school is] a grand vision, and one certainly in keeping with the Fenway spirit of tending to the heart as well as the mind."

The Greeley Foundation supports The Fenway School through funding for its counseling program.



ALL IN THE FAMILY

On a snowy day in December, a new student arrives at Boston's Fenway Middle College High School just as an all-school assembly is about to begin. Another student introduces the tall youth to assistant director Linda Nathan, who is standing near them in the auditorium. She shakes his hand. The handshake is a quick act, easy to miss, and yet there is something remarkable about it: it is the same kind of handshake Nathan would give an adult. ● More commonly, a minority inner-city teenager would be greeted coolly, if not with automatic suspicion. But Nathan's greeting extends matter-of-fact respect. Fleeting expressions cross their faces before the two turn away. Hers seems to say: "I'm glad he showed up." His: "I just might like it here." ● The teenager may not know it yet, but he is not just entering a new school. He is meeting "family." ● Because of its unusual location—tucked inside a bustling community college—Fenway doesn't look, feel, or operate like a traditional high school. That's what makes it appealing to the students who call it home. ●

ENTERTAINMENT

March 18, 1982



HELPING HAND: Clara Wainwright stands behind her high school students and their work, giving them support to become artists. Staff photo by Leslie Ackerman

Students given an opening

By GREG REIBMAN

A few months ago, many of the students in Clara Wainwright's class were ready to drop out of high school.

Now they are bona fide artists, selling artwork at an exhibition, writing invoices and preparing for their next big show.

These young art entrepreneurs are students at the Fenway Middle College High School, an alternative public school in Boston for at-risk students.

Since September, many Fenway students have been taking art classes taught by Wainwright, a fabric artist whose delightful cloth pictures have hung in the Institute of Contemporary Art, the DeCordova Museum in Lincoln and many Hub galleries.

"My dream is to find a group of kids who are interested in being artists and let them use

"My dream is to find a group of kids who are interested in being artists and let them use my contacts."

—Clara Wainwright

Wainwright, 38, who is not paid to teach at the Fenway. "The art world is a fickle place, and I'd like to help others benefit from my success."

Wainwright was asked recently to display her work at Bunker Hill Community College. She agreed on the condition her students be included in the show.

The result is a playful — and very colorful — exhibit of cloth pictures. The works will be on display through Tuesday at Bunker Hill's Art Gallery.

The largest work is a group project inspired by impressionist Paul Gauguin's "Where Do We Come From? What Are We? Where Are We Going?"

was offered \$50 for her tapestry and has been commissioned to make another. Their classmates have been asked to design T-shirts, hats and book covers.

"The fact that someone was interested in paying for something I created makes me really proud," Monaco says.

Wainwright's class is now

making tapestries for a spring exhibit at New England Biolabs, followed by a summer exhibit at the Levinson-Kane Gallery. They've also been commissioned by the National Endowment for the Arts to make a gigantic mural about the Big Dig that will travel to Faneuil Hall, the Childrens' Museum, New England Aquarium and other sites.

Most students were prepared to ask \$5 to \$10 for their crea-

But Tariq Hassan, 15, of Everett, sold his lively interpretation of Pablo Picasso's "The Bather" for \$20. Kelly

"Late 20th Century Illuminations," an exhibit by Clara Wainwright and students, through Tuesday at the Art Gallery at Bunker Hill Community College. Call 413-8200

100 MARCH 1992

TEACHER

magazine

All In The
FAMILY

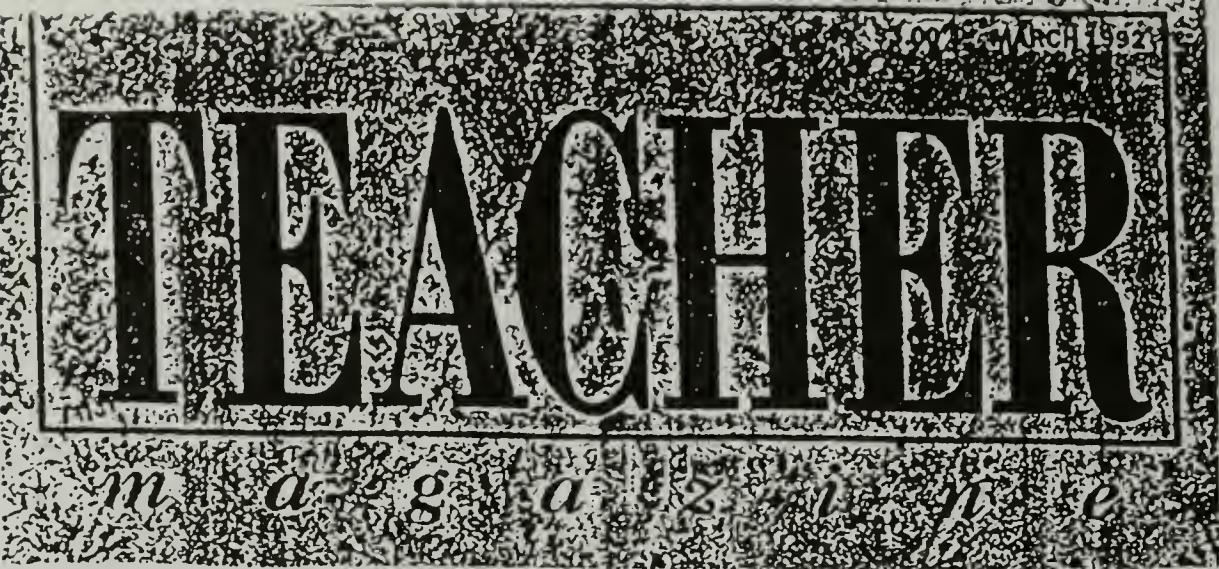
At-risk kids in
Boston find a
home away
from home in a
school that
tends to the
heart as well
as the head



A Teacher Who Dares
Be Different

A New Read On Dyslexia

The Difference Between
Punks And Skinheads



This is the first of two articles on schools that have taken the ideas of author and education reformer Theodore Sizer and put them into practice.

On a snowy day in December, a new student arrives at Boston's Fenway Middle College High School just as an all-school assembly is about to begin. Another student introduces the tall youth to assistant director Linda Nathan, who is standing near them in the auditorium. She shakes his hand. The handshake is a quick act, easy to miss, and yet there is something remarkable about it: It is the same kind of handshake Nathan would give an adult. • More commonly, a minority inner-city teenager would be greeted coolly, if not with automatic suspicion. But Nathan's greeting extends matter-of-fact respect. Fleeting expressions cross their faces before the two turn away. Hers seems to say: "I'm glad he showed up." His: "I just might like it here." • The teenager may not know it yet, but he is not just entering a new school. He is meeting "family." • Because of its unusual location—tucked inside a bustling community college—Fenway doesn't look, feel, or operate like a traditional high school. That's what makes it appealing to the students who call it home. • The school began in 1983 as an experimental program inside the walls of another school—Boston's English High School. Created to reach at-risk students, the Fenway Program, as it was then called, offered innovative curricula, flexible scheduling, and most importantly, a supportive and personalized environment. Although the 10th-12th grade program was not always popular with other educators (some teachers at English High dubbed it "Funway"), the Fenway family began to grow.

by mary koepke
photographs by pam berry

ALL IN THE FAMILY

In the summer of 1990, when building-related problems forced English High to move to a smaller facility, the alternative program found itself scrambling to find a new home. It finally found one in Bunker Hill Community College. Now, the Fenway Program has a new name, Fenway Middle College High School, and the experiment continues.

If you go in search of Fenway, what you see is Bunker Hill. The college occupies a drab, hulky building that lies just 100 steps from a subway stop on the border of Boston's industrial side.

In a city that is steeped in ivy and cobblestones and graced with historic landmarks, a city that has given birth to two of the world's most prestigious universities, a city so preppy that its public high school principals are called headmasters, the concrete community college stands out like a pigeon among peacocks.

Fenway, however, does not stand out. Other than a small green sign embossed with the words Fenway Middle College High School, it's hard to find anything that "says" high school. Many of its classes are held in one small wing, but some are held in other corners of the huge maze. There are no lockers or school-colored banners adorning the halls, no choral strains or band music, no football players or cheerleaders. The linoleum floors, industrial-strength carpeting, budget desks and chairs, and plain walls carry a businesslike, get-the-work-done message.

Washed over everything at Bunker Hill—and, therefore, Fenway—is the grown-up air that comes when students actually have to pay for their education. Of course, Fenway students don't have to pay because the alternative school is still part of the Boston public school system.

The 160-member student body is diverse—a mix of black, Hispanic, white, and Asian students. They do share a kind of older, tougher look. In the smoky student lounge, it's hard to tell Fenway students from the college students. But the thing that most unites Fenway students is perhaps best expressed by 17-year-old sophomore Charlene Hampton: "We are people who couldn't work with the system."

Few vestiges of "the system" are apparent at Fenway. What is dramatically apparent, however, is the relationship between students and teachers. Concern, support, and respect are as visible in this high school as athletic trophies are in others.

Take what is happening in teacher Mary Carr's class. "Good for you, Antonia, braving this weather!" Carr exclaims as a late student trudges into her environmental issues class. Because of the snow, Bunker Hill has delayed the opening of the college. But the Boston public school system did not alter schedules, so Fenway students are supposed to be on time. Only about half of Carr's students show up. The blond, frizzy-haired teacher walks up to another girl who has just arrived and kisses her affectionately on both cheeks. Then the two of them put their foreheads together and talk in whispers.

A tall, handsome boy enters the room as if sleep-walking. "How are they? Did you get any sleep?" Carr asks him with a grin. "He has twin boys at home," she explains without judgment. The student smiles broadly. They chat for a moment about his family and then shift into a conversation about school work.

Not all Fenway teachers are as physically demonstrative as Carr, but, in general, the bond among people is close. They seem to know and like each other, and that includes Nathan and director Larry Myatt, the two administrators. "Over here, the principal knows our names," says a sophomore clad in a leather jacket, blue jeans, and cap. "Over there," he adds, referring to his former, traditional high school, "the principal only knew your name if you were one of the worst kids in the school."

Myatt and Nathan do seem to know everybody. As they walk the halls, they stop often to chat or get involved in serious discussions. Because each chooses to continue teaching—Myatt humanities and Nathan drama—they are a part of, not apart from, the teaching staff. When students talk affectionately

about their teachers, both Nathan and Myatt are included. Today after Myatt's class, a student invites him to dinner at her family's restaurant.

The familial feeling at Fenway is one of the main reasons students choose it. For many, the school provides what home does not. A quiet senior who wishes to remain unnamed explains how her life is at home: "I feel like I'm on my own. I don't have anyone to push me or be there for me. Any problems that come up, I have to handle on my own."

Although the majority of Fenway's students are considered at-risk, many are not. As Fenway's reputation spreads, an increasing number of students who are disillusioned with Boston's exam schools are choosing to enroll in the alternative program.

With clear distaste, several students describe the knobbery, racism, and impersonal atmosphere they found at the public prep schools, known as exam schools because they require entrance exams. "They only focus on the smartest kids," one student says. "There, everybody has to follow a model, be a robot," another adds. "If a bunch of black kids were in the hallway," one black student complains, "they'd automatically call three security guards."

Their criticisms highlight what they like about their current school: At Fenway, everyone counts.

As warm and supportive as Fenway is, its teachers don't forget that it is still a high school, a place for learning. Not surprisingly, its academic program is also atypical. Director Myatt, who was involved in the original development of Fenway, calls it an "organized abandonment of aspects of the traditional system" partly inspired by Theodore Sizer's book *Horace's Compromise*. In fact, the school has recently become an active member of Sizer's Coalition for Essential

Schools, one of the nation's largest school-based reform efforts.

Classes are small and longer than the standard 50-minute high school period. Students are assessed not on the basis of standardized tests but on portfolios and exhibitions of their work, as well as attendance. An advisory period, built into every other day, gives teachers and students time to talk about personal and social concerns, such as health, stress, and career development.

Scheduling is flexible. Today at a staff meeting, for example, teachers agree that the last classes of the day are at a disadvantage because of truancy. In the blink of an eye, they decide to flip 2nd and 5th periods one day a week to try to even things out a bit.

The curriculum is issue-based, often interdisciplinary, and broad in scope. Even math and science, the subjects Fenway treats in the most traditional way, have their unique twists. The mathematics specialty areas are integrated, meaning that students, instead of studying algebra one year and geometry the next, study all disciplines all year. The science curriculum not only offers the traditional biology and chemistry but also an environmental-issues course and an in-depth study of medical ethics and critical thinking.



The faces of Fenway: Above, two students socialize before class. At right, 17-year-old mother Charlene Hampton has brought her 3-year-old daughter Jenee to school.



History, literature, and English are combined in a single humanities course that all students take—regardless of grade level. Each year, all classes are given one question to study in depth. This year, it is: "Who is an American?"

Today, in Eileen Shakespear's humanities class, students continue an ongoing debate about how immigration—legal and illegal—affects who is an American. They discuss *El Norte*, a chilling movie about a Guatemalan family's struggle to cross the Mexican border into the United States. Shakespear weaves in a more current event—the exodus from Haiti. A recent article from *The New York Times* that Shakespear has photocopied is read and analyzed, both for content and vocabulary.

Each student is also researching and writing the personal history of one American's ethnic roots. Most have chosen a parent, grandparent, or other relative. Some will write about themselves.

What happens to Fenway students after graduation is not a topic relegated to the guidance office as it is in some schools. At Fenway, one sophomore states, "They prepare you for life." In addition to volunteer work at soup kitchens, nursing homes, and the like, students are eased into the workplace through a collaborative project with Boston's Children's Hospital. The hospital provides on-the-job work experience, and special in-school courses teach students the necessary skills. All seniors complete a full-time internship in an area that interests them, such as radiography, pharmacology, or nursing. Juniors are eligible for part-time internships and are often offered paid summer jobs.

There are also advantages to the school's close relationship with Bunker Hill Community College. All students have access to Bunker Hill's library, and those who qualify can take college courses for credit. But perhaps more important is what the students gain from simply being in a collegiate setting. Bulletin boards advertise discussion groups and the college's production of *The Crucible*. And conveniently, some of the college's classrooms are equipped with huge plate-glass windows. So, as Fenway students pass by Graphics D101, they can't help but notice that students who look like they do are hard at work at drafting tables, plotting out graphic designs. High school students who have never thought much about college suddenly find it right under their noses. Even if the students don't take advantage of the library or attend any plays, they are at least exposed to a stimulating academic environment.

FENWAY is a high school where students are treated like adults and their opinions respected. One result is that hostility between students and teachers is extremely rare. When Shakespear was assigned to the Fenway Program six years ago, it was "like going to heaven," she recalls.

"There is a different feeling here," she says. "It's an ethos that comes from the kids; it's not OK to treat the teacher badly. It's a cliché that if you get respect, you will want to give it. But it's true."

Still, it would be wrong to think of Fenway as a wonderland where tough, troubled young people turn into models of perfect behavior. The school has its problems. As one student admits, "Here we get treated like adults, but we don't always act that way."

That recently got the school into some trouble. A Fenway student used some offensive language that outraged members of Bunker Hill's clerical staff. They complained, and the incident snowballed into a full-blown conflict. "It was a tough week," Nathan recalls. The Fenway community came together for "town meetings" to discuss the situation. The kids, Nathan says, "wrote a powerful letter, which was published in Bunker Hill's newspaper, about owning their own behavior and wanting to be part of the Bunker Hill community." Students began policing each other, and behavior improved in the hallway and the smoking lounge, the only two problem areas. The uproar subsided.

Although this kind of brouhaha is rare, Fenway teachers acknowledge that their students' behavioral inconsistencies are a daily challenge. No matter how enthusiastically Carr cheers, students still fail to show up for class. No matter how much respect Shakespear dishes out, students still arrive sans pencil or paper. Teachers are constantly having to decide whether to hold their students' hands or "slap their wrists."

"We're ambivalent about that as a group," admits Shakespear. The ambivalence, she says, lies in the complexities of their students' lives. "You want to yell at him because he forgot his notebook," she says. "Sometimes you do. But then you also know that this kid has had a long history of not succeeding in school. Things like yelling at him because he doesn't have a notebook haven't worked in the past. You also know that sometimes small miracles can happen with a little generosity. So, sometimes you bend over backward and give him a notebook."

Although some administrators would see such ambivalence as weakness, Myatt doesn't. Some teachers are more apt to be forgiving than others, and that's OK, he says. "It makes for a nice chemistry." Because many of Fenway's students have troubled lives, Myatt believes that it's best to remain open and not stick to an arbitrary rule. "If you're absent four times and the rule says three, there is a conversation," he explains. "You aren't just lopped off."

And then there is the question of the talented girl who has dropped out of everything but her aerobics elective. "Too bad she can't be an assistant to the aerobics teacher," one teacher offers. "Why not?" another asks. "I feel like we're her lifeline," a third teacher says softly. There are nods all around.

Sometimes, no matter how hard the teachers try, students do drop out. But the school also has many success stories. About 75 percent of the students graduate and 70 percent of those go on to two- or four-year colleges. And just two years ago, one graduate returned as a teacher. But most students experience another, less-quantifiable kind of success at Fenway. Shakespear calls it "deep" success. "Overall," she says, "students finish as healthier people, emotionally, culturally, and intellectually."

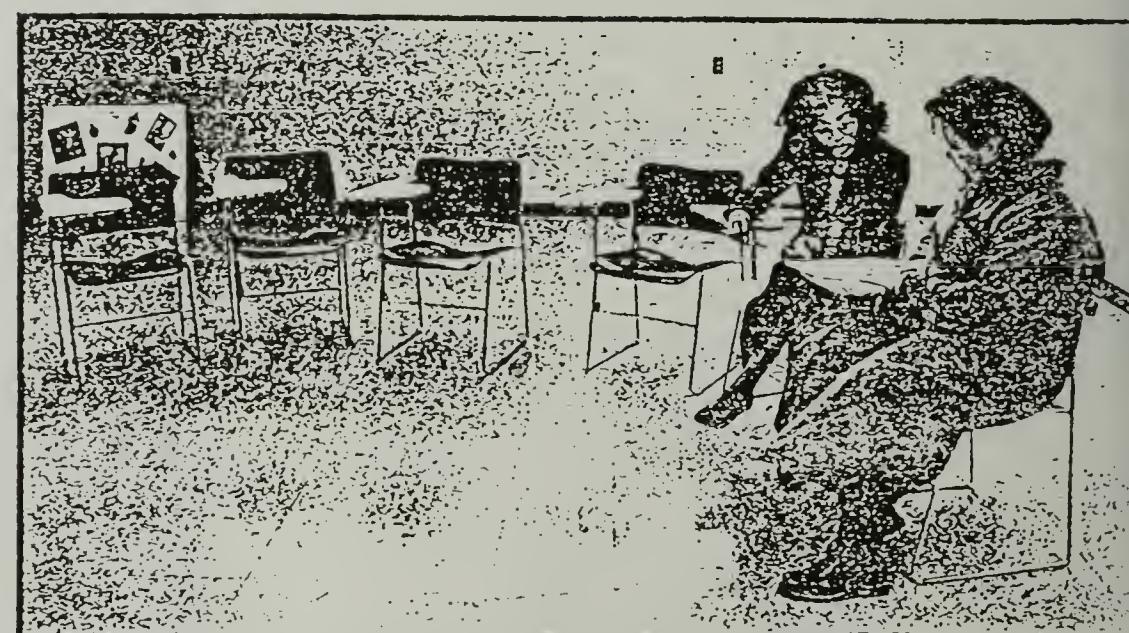
Perhaps the most remarkable thing about Fenway is that it even exists. So often, progressive programs die young. The kind of learning that teachers and students experience in a non-traditional environment is not easily measured on standardized tests, and skeptics abound.

Fenway has had one advantage: a fair amount of administrative support. Sidney Smith, the headmaster of English High School who conceived of the program and hired Myatt to direct it, is still a kind of executive shepherd. "It has been my role and responsibility to protect the staff and deal with some of the administrative garbage," Smith says.

Still, it hasn't been an easy road for Myatt and Nathan. They have had to raise money, fight their way through mountains of red tape, and negotiate perilous political jungles to keep Fenway alive.

They've succeeded so far, and they have big plans for the future. Their goal: to be more than an 8 a.m. to 3 p.m. school. Many of their students are eligible for such services as free health care or assistance from a social worker but don't, or can't, take advantage of it. Myatt and Nathan want to bring these social services onto the campus. If services were an integrated part of the school community, the two administrators say, they would be much more effective.

It's a grand vision, and one certainly in keeping with the Fenway spirit of tending to the heart as well as the mind. ■



Side by side: Teacher Tamara Harper and student Luz Rosa talk about academic and personal concerns.

The Beacon

BUNKER HILL COMMUNITY COLLEGE STUDENT NEWSPAPER

VOLUME 36 NUMBER 5

Monday, Nov. 25, 1991

Fenway program stresses respect

by Sharon Scott

"Fenway is probably the most strongest community that I have ever been in," said Jodi Wise, a 17 year old senior at Fenway Middle College High School, located at the BHCC campus.

The Fenway is an alternative school based on the LaGuardia Community College Model in New York. It is a multi-ethnic and culturally diversified school. According to the Fenway's handbook, "the school motivates students to believe in themselves and encourages them to succeed," especially those students who are likely to drop out of high school.

"Fenway is a good show-room for mutual respect and ambition among teenagers today," stated Wise. The students take several courses that are specifically designed

for the Fenway Program.

The math course taken at the Fenway Program is called "Math Lab." It is basic math, geometry, and algebra incorporated into one course. Students are able to learn math from all different levels.

"I think math lab is good because everyone is on a different level," said Kenya Hudson, a 16 year old sophomore at Fenway Middle College. All students do math at their own pace.

"People in a higher math level don't have to be forced to learn something they already know and people on a lower math level are not forced to work faster to keep up with students ahead of them," Hudson added. The Fenway courses help

students with career and job

opportunities. Alanna Hubbard, a 17 year old student at Fenway, who's favorite class is Medical Awareness, stated "We can get jobs at Children's Hospital and it helps us to learn about different careers within the hospital." Some courses help students play an active role in the community.

"Humanities has helped me develop a sense of awareness of the community around me," said Edwin Cole, a student at the Fenway. Students describe the difference between other schools and Fenway Middle College High School.

"In regular high school you get treated like students and you don't get the special attention that you need," said Luz Rosa, a Fenway student.

Program for at-Risk Students at Home

TEEN RAP UP

Teens counsel peers on dangers of AIDS



photo by Arthur Pollock

REACHING OUT: Cerene Bartley and Chico Joyner working with the Dimock Community Health Center's Youth Peer Outreach program are using innovative methods to keep area youth healthy.

By ZACHARY R. DOWDY

As the nation sadly marked the 10th anniversary of the discovery of AIDS last week, news came that teens are joining the ranks of the HIV-infected population at an alarming rate. But some teens concerned about the spread of AIDS are bonding together to stave off the deadly disease.

Teens working with the Roxbury-based Dimock Community Health Center's Youth Peer Outreach program are using innovative methods to keep area youth healthy.

"We're making it popular to use condoms," said Chico Joyner, 19, a peer leader. "We put them in candy jars and we offer it like it's candy."

The Duxbury resident has worked with the group for two years and both he and his friends are convinced that while adults may be knowledgeable and sensitive to the threat AIDS poses to teenagers, the message may be stronger coming from a peer.

"Sometimes they don't feel like hearing from a grown person," said Cerene Bartley, 16, of Duxbury, who has worked at Dimock for about two months.

"Sometimes they're embarrassed and say 'Who are they to be telling me?' I think it's more effective when a teenager can talk to another teenager."

Joyner says teens are slow to open up to adults because of a generation gap, since few adults faced the same perils teens face today.

And so teens consider them ill-

equipped as counselors.

Dimock has 10 peer leaders, six trainees and four veterans, who range in age from 13 through 19, but deal with every issue facing their age group, no matter how heavy.

Problems including teen pregnancy, suicide and incest are just some of the issues they have been trained to tackle and address in forums and rap sessions.

Peer leaders also reach teens through presentations at health fairs, in the schools, and on the streets.

Dimock's peer leaders say most teens who yield to peer pressure and have sex are aware of the dangers they face.

"Teens are wild and they want to have fun," Bartley said. "So they're more at risk."

(Chico Joyner is a senior at Fenway Middle College High School)

Excerpts from a Boston Globe series from May 19 to May 23, 1991

May 19, 1991

Replicate programs that work

This could be a double-barreled boon by expanding successful programs and inspiring confidence in the schools among a potentially powerful constituency - middle-class black and white families, many of whom have abandoned the public schools for private or parochial schools.

These oases of success - forces of change percolating up from individual teachers and principals - have sustained hope that Boston's problems are not insoluble.

The Fenway Middle College program, for example, combines high school and college-level courses with on-the-job training in hospitals and health agencies.

And at the John P. Holland Elementary School in Dorchester, principal Janet Williams last year adopted a radical new teaching strategy that is improving the performance of fourth and fifth graders in danger of failing.

Rather than keep students back a year, Williams adopted a team teaching approach. She paired regular teachers with bilingual, special education and reading and math remediation teachers and reorganized the schools into longer periods and smaller classes.

Boston schools on the brink

This series was reported and written by Muriel Cohen, Brian C. Mooney and Diego Ribadeneira. First of five parts.

Other success stories can be found in

the Jeremiah F. Burke High School, which increased the number of college-bound graduates with help from social service agencies and businesses; the Fenway Middle College High School program, which exposes potential dropouts to higher education at Bunker Hill Community College; and the James P. Timilty Middle School in Roxbury, chosen by the US Department of Education as among the best middle schools in the country for Project Promise, its extended school day and Saturday morning classes.

But despite the perseverance of many principals and teachers, the system is not working for most students.

"The system has some wonderful schools and wonderful teachers," said Ellen Guiney, Flynn's education adviser. "But 80 percent of the kids are ill-served."

Citywide scores on college admission tests tell part of the story - they are below the national and state averages. Scholastic Aptitude Test results for last year's graduates were 346 on the verbal and 404 on math, much lower than the Massachusetts averages, 427 on verbal and 473 on math, and the national averages of 424 verbal and 476 math.

School Department officials boast about improved student attendance rates and the decline in the dropout rate from 40 percent to 33 percent in the last five years. But that figure still places Boston substantially higher than the national average of 25 percent and among the lowest in

Islands of excellence

Spinkled across the system are pockets of academic excellence, schools staffed by skilled and committed principals and teachers who are providing quality education despite an impoverished student body, inadequate support from central administrators and a dearth of classroom materials.

"Most teachers I know want to do a good job with their students," said Steven Leonard, principal of the Martin Luther King Jr. Middle School. "What burns them out is they don't get the equipment, the training or the resources to do their job."

The islands of excellence include the three early-learning centers, considered to

Expanding the classroom

Editorial Notebook It is not always easy to find students who can think for themselves. But such is not the case at the Fenway Middle College High School Program. The program, on the campus of Bunker Hill Community College, evolved from the Fenway Program at English High School, which provided a supportive learning environment for students at risk of dropping out of school. When English High relocated to Jamaica Plain, the program added "middle college" to its name and moved to BHCC. There it was modeled after middle colleges in New York, Houston and Miami, where youngsters fulfill high school requirements while also taking college-level courses.

But there is no magic in moving at-risk students onto a college campus. The success of the middle college program lies in its small classes, individualized attention, emphasis on critical thinking, and expanded view of the classroom. For instance, students in a humanities class recently completed a project on the quality of life in Boston. The overall theme of the project was "Is Boston A Good Place to Live?" and each student focused on a topic such as safety, crime, opportunities for professional women, and services for children with medical problems. One student investigated whether parochial schools are better than public schools. Another interviewed Boston residents about class issues in the city. What students found was generally negative.

Although the women interviewed felt there were many professional opportunities in the city and the Fenway Middle College High School Program. Children's Hospital was credited with providing excellent services for children with health problems, racial and class divisions, a lack of affordable housing and drug-treatment facilities and increasing crime make Boston unpleasant for many.

The students in this class would like city and state officials to give priority to the issues of housing, drug treatment, and race and class. They also would like to encourage citizens to get involved in improving their lives by voting and by working to raise funds for community agencies.

Students come to the middle college program for a variety of reasons. Chico Joiner says he likes it because he does not have to pretend to be hard. "I don't have to be someone that I'm not," he says. Merrick Johnson wanted to be challenged academically. Marcelle Desronvil left the bilingual program at English High to force herself to speak English more. Sarah Henderson finds it a more welcoming atmosphere than Boston Latin. She says that her friends in other schools may get good grades and even college scholarships, but they "will probably not learn much."

That is not likely to be said of Sarah and her classmates, who, but for the middle college program, might have ended up among the city's grim dropout statistics.

- ELAINE RAY

Fenway Program addresses high school dropout problem

by Sharon Scott

"Fenway is a good high school for kids who are looking for a second chance," said Laurel Harrington, a 19-year-old senior at Fenway Middle College High School.

Dr. Larry Myatt, Director of Fenway Middle High School said "There was a need to experiment with different ways of educating students. The people of Boston were dissatisfied with the educational system, budget cuts, and low enrollment in the Fenway program shortly thereafter.

likely to drop out of high school.

The Fenway program has been located at the BHCC campus since September 1990.

Fenway Middle College is a multi-ethnic and culturally diversified school, based on the LaGuardia Community College Model, in New York City.

According to the Fenway's handbook, the school finds new ways to motivate students, especially those students who are

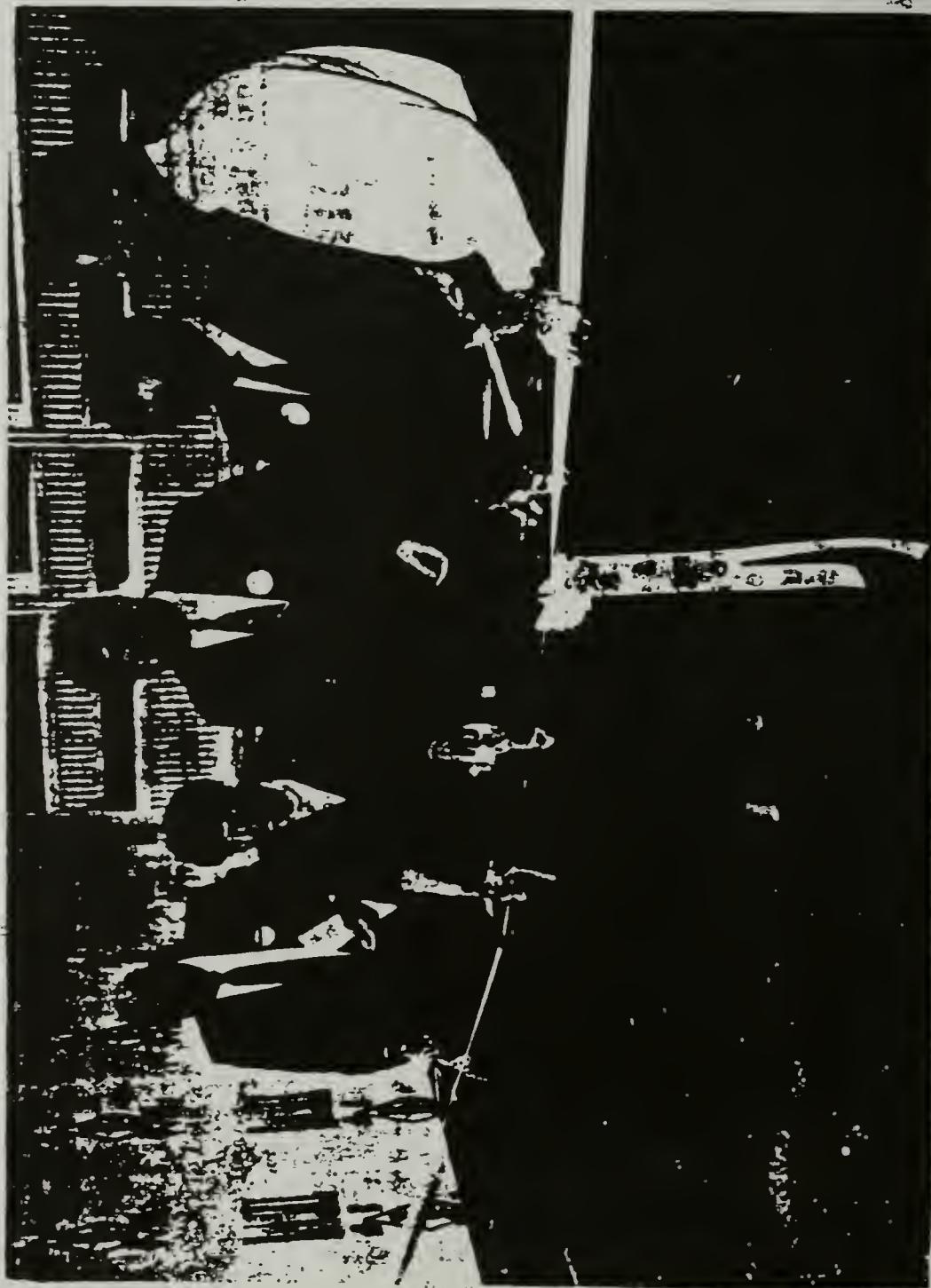
Sarah Henderson, a senior at Fenway said that "Since there are fewer students at Fenway there is more time to talk to advisors." Also according to Henderson, Fenway needs to be more publicized because it is well known among the administration, but not outside the high school.

Myatt emphasized that "The Fenway staff is dedicated to the students." The school has 8 full-time teachers, 2 administrators, 1 office manager, 1 assistant manager, and 2 part-time staff members.

"There are 165 students attending Fenway, 55 more students than last year. 40 students are currently on a waiting list," Myatt said.

He added "40 seniors graduated last year, 70% of the students went on to college and 10% of the students went into the field of allied health at Childrens Hospital in Boston."

Myatt stated that "The Fenway Middle College High School is very happy to be at the BHCC campus and appreciates the support, and the acceptance of the BHCC students."



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The Boston Globe

WEDNESDAY, OCTOBER 24, 1990



GLOBE STAFF PHOTO / BARRY CHIN

Surrounding Fenway Middle College High School instructor Bob Marston are (from left) Ephiteo Evans, Keith Mills, Fatima Depina and Chico Joyner.

For inner city students, a middle college path

By Diego Ribadeneira
GLOBE STAFF

Inside a hulking building in the shadow of Interstate 93, a model education program has placed one Boston school in the vanguard of a national movement to restructure the traditional American high school, an institution that for many inner-city youngsters has become a symbol of academic failure.

The program - the first of its kind in Boston - relocates disillusioned high school students to a college campus in Charlestown in an attempt to steer them toward higher education and away from dropping out.

By launching the Fenway Middle College High School, a satellite program of English High School, Boston joins a number of cities across the country trying to improve the performance of high school students, particularly blacks and Hispanics.

Like similar programs in New York, Houston and Miami, the Fenway program at Bunker Hill Community College has jettisoned some entrenched educational

practices that have come under increased scrutiny nationwide. Among them is the grouping of students by academic ability, a practice that many educators have blamed for Boston's chronically high dropout rate.

The Fenway program's philosophy responds to educators' criticisms of many urban high schools - that they are too large and too focused on rigid instructional practices that have exacerbated academic failure.

"It's clearly part of a movement because people are coming to the realization that all schools don't have to be the same," said Larry Myatt, director of the middle college program. "Not everyone functions well in large, comprehensive high schools. We have kids here who don't necessarily flourish in the high degree of structure a big high school requires. We've created a sort of nurturing niche and it seems to be working."

"There is a level of trust between teachers and students that doesn't exist in a lot of schools," said Majalie Lamour, 18, who immigrated to Boston from Haiti three years ago and lives in Dorchester. "If you are in trouble, you are not afraid of confiding in the teachers."

Added Marcelle Desronvil, 18, a Haitian immigrant who lives in Roslindale, "Being in the Fenway, it's like I have two families. One family at home and another family here."

Involved with students

The school's six full-time faculty members take an interest in the students that goes beyond how they are faring in class.

"In a traditional school if a kid puts his head on the desk, the teacher can't do much about it because he or she has 150 kids to deal with," said Linda Nathan, assistant director of the middle college. "So the teacher will either get furious at the kid or ignore him. But here we can deal with the problem and try to resolve it together. We get more concerned and involved with their total lives and not just their school lives."

The middle-college concept was first launched about 10 years ago at LaGuardia Community College in Queens, New York, in response to the failure rate of minority high school students. The programs have been successful, not only in reversing the high dropout rate of high school students but also in motivating youngsters to seek higher education.

'Not everyone functions well in large, comprehensive high schools. We have kids here who don't necessarily flourish in the high degree of structure a big high school requires. We've created a sort of nurturing niche and it seems to be working.'

LARRY MYATT
Fenway Middle College

"Our inner-city high schools have become unruly warehouses where the kids who are genuinely interested in learning are offered very little in the way of good teaching," said Monty Alvin, a New York City school official who monitors New York's five middle colleges.

"They are made to feel that no one cares about their future. As a result, they themselves stop caring, and not surprisingly they drop out of school and into activities that lead to jail or the grave. For too many of our kids, especially, African-Americans and Latinos, the traditional high school has become a sorry place. We have to try a new approach or else we will

FENWAY, Page 30

Continued from Page 29

lose a large portion of an entire generation."

"Obviously, the middle college idea is proving that it isn't the children who are the problem; it's the schools," Alvin said. "So we have to start restructuring the schools to better meet the needs of the students."

In Boston, the middle college is an expansion of an alternative program for at-risk youth that began at English High School in 1983. When the old English High School was closed because of last year's budget crisis and relocated to the former Jamaica Plain High School building, the Fenway's success was threatened by inadequate space.

English High School is regarded as one of the better high schools in the city, in large part because of the Fenway program.

For example, classes at the Fenway last 70 minutes instead of the 50 minutes that is the norm at most high schools. The longer periods allow for more in-depth coverage of subjects and permit teachers to experiment with such practices as grouping students of different abilities, instead of separating them.

The Fenway also allows teachers greater latitude in the way they organize the curriculum.

"Usually the way classes work is that teachers generate ideas, students respond and the teacher evaluates," Nathan said. "But we are trying to turn that around. We might generate the agenda but the kids are responsible for what is being taught. Some of the kids even conduct lectures on certain topics. They teach the other kids. The kids have much more of a sense of ownership over their learning. In a traditional setting, I might not have the time or the license to do that."

Most importantly, the middle college exposes students to higher education by allowing them to take college-level courses. By the time of graduation, each student will have taken at least one Bunker Hill course.

William Graves, for example, is taking a course on medical terminology because the 17-year-old from Mission Hill is interested in becoming a podiatrist. "I'm glad I have the chance to take a course like this because it has made me more interested in being a doctor," Graves said.

Orients students to college

By allowing inner-city youths to take courses in a college setting, the Fenway program, supporters say, is making higher education a much more concrete and attainable goal for students who might not otherwise believe they could make it to college.

"One of the big things I have found with students is an attitude of fear of the unknown when it comes to thinking about college," said Pat Chisholm, associate vice president of Bunker Hill who acts as liaison between the college and the Fenway program. "Many of these students are coming from economically and educationally deprived backgrounds where there is not much encouragement to go forward with their educations. This program turns that around."

A subtle but palpable strength of the Fenway program is the staff's treatment of the students as young adults who can be trusted to be responsible for their education.

"Nobody is guarding the door; nobody tells them when to go to lunch; and nobody is telling them they need a pass to go to the bathroom," Myatt said.

"I really like interacting with college students," said Wakeitha Kunze, 16, who lives in the South End and applied for the Fenway because of its diversity. Nearly 80 percent of the students are black, Hispanic or Asian-American, while the balance is white.

"It makes me feel more mature; it makes me act more mature," Kunze said.

"If you keep kids in a high school setting, you are going to get high school behavior," said math teacher Paul Harrison. "High school kids want to grow up; they want to be adults. They have a chance to do that here."

And judging by the program's academic rigor - students have to write a senior thesis in order to graduate - it appears that the faculty has higher expectations for students in the middle college than what is typical of many urban high schools.

"They make you feel like you can do more than you think and they have so much confidence in me that it makes me have more confidence in myself," Kunze said.

Metro|Region

THE BOSTON GLOBE • MONDAY, MARCH 12, 1990

Fenway Program offers students alternative

By Peggy Hernandez
GLOBE STAFF

Until a year ago, Sandy Martinez had a temper so violent she once smashed a television screen with her clenched fist. She turned employers and couldn't hold a job. She cut classes, drew F's and was on the verge of dropping out of high school.

Sandy Martinez had a bad attitude. Then, Martinez enrolled in the Fenway Program at English High School and attended a work-study program at Children's Hospital. Her latest report card boasted mostly B's. She was recently elected a member of the student government, she is "in love" with her job and plans to attend Roxbury Community College next year.

"I can't believe the way I used to be," the 18-year-old Dorchester resident said in a recent interview. "My mom feels I'm a different person, that the old angry Sandy isn't her anymore. Ever since the Fenway Program I'm closer to her, too."

The Fenway Program is one of three "schools-within-a school" concepts adopted in 1988 to improve school performance at English High located in Jamaica Plain.

The others are a ninth-grade cluster and a comprehensive education program.

To many observers, the Fenway Program is an example of what can happen when a school administrator — in this case, headmaster Sidney Smith — gives his staff the leeway to adapt the curriculum to the students' needs.

The Fenway Program works "because the teachers care enough to make sure it works," said Michael Fung, deputy superintendent of the high school zone. "They are succeeding because the structure allows teachers to work together and allows an environment for students that is nurturing."

Based in part on the Fenway Program's success and his experience as a middle school administrator, Fung will soon propose that all high schools be given the flexibility to define their own mission and develop a program to achieve their goals.

The Fenway Program is an alternative education program in which teachers coordinate studies so each subject is related. The program's philosophy is that "there is



Sandy Martinez: "I can't believe the way I used to be."
GLOBE STAFF PHOTO/SUSANNE KOTTER
Sandy Martinez, Page 16.

The English High alternative

FENWAY

Continued from Page 16

ways one right answer for everything," according to its literature. The program also promotes student activity, including drama, panel discussions, participation in science fairs and community events.

But the Fenway Program's linchpin is the required core course entitled *social issues*. Students suggest a topic to be examined for one month and the faculty, which numbers 14, develops a curriculum. Topics have included street violence, Vietnam, AIDS, nuclear war and the Holocaust.

"We believe people need to treat the heart before the head," said Larry Myatt, the program's director. "We need to get kids to deal with nonacademic issues to get them to a better place of learning."

"Some of the issues we deal with have social service aspects and that's hard. There's always debate and philosophical contention in the public when schools talk about AIDS and violence because people think all we should teach are traditional subjects."

cate reading achievement scores have, for the most part, risen slightly while math scores have risen more dramatically. Overall, however, the student body is still performing below the 50th percentile.

Nonetheless, school observers say English High has one of the best academic reputations of Boston's 16 public high schools after Boston Latin and Latin Academy, two of the system's examination schools.

Thirty-three percent of the school's student body goes onto four-year colleges and 63 percent further their education in college or training programs requiring at least two years of study, according to 1988 figures compiled for the school's most recent accreditation report.

Of the three schools-within-a school at English High, the Fenway Program is the most distinctive. Only 200 of the school's 1,100 students are enrolled in the program. The relatively small size is meant to foster a sense of community to enhance a student's ability to learn and grow. These elements are what Martinez said changed her attitude about school.

An examination of the latest test scores for English High students by grade between 1986 and 1988 indicate reading achievement scores with 20 other students in a work-study program last year affiliated with Children's Hospital.

Eddleman said she had reached

that he thought the work-study program would help Martinez "make a connection between graduating from high school and working or going onto college."

The work-study program at the hospital is divided into two parts. During the fall, hospital personnel visit the school and teach students how to write resumes, prepare for interviews and resolve job-related conflicts. During the spring session, students are assigned to a different paying job at Children's Hospital every four weeks including positions in medical records, patient accounting, clinical labs or nutrition and food services.

The work-study program is financed by job training funds collected by the city under its linkage program. Children's Hospital contributed to the fund when securing approval to expand its research facility, a project that will soon be completed.

When speaking about Children's Hospital, Martinez is ebullient. She said she believes her future profession is in working with children. And she spoke with pride about competition for her services among department heads, a statement verified by hospital staff.

B/Globe
Nov 1984

At Boston's English High, the 'essential school'

By Christopher Kenneally
SPECIAL TO THE GLOBE

In teacher Scott Eddleman's English High School chemistry class, a student rose from his chair to consult with two classmates near a laboratory bench. The class was working collaboratively on an exercise in "moles," a way to measure the quantity of atoms in an equation. Eddleman wandered from table to table, asking questions and offering encouragement.

The room hummed with thinking.

While such a teaching approach hardly seems revolutionary at first glance, Eddleman was following one of the principles of learning for so-called "essential schools" that seek to create innovative learning techniques using the building blocks of schools - students and teachers. This approach emphasizes the teachers' part in formulating curriculum, making decisions and managing their own programs. Students and parents are part of that process too.

A guiding principle of these "essential schools" is what Eddleman practiced: Asking students questions is preferable to giving them answers.

"It's getting kids to learn to question things for themselves," explained Larry Myatt, director of English High's Fenway Program, one of three schools within a school program at the Boston School. "We feel that's more effective than ac-

cepting an answer that's provided for you."

The Fenway Program at English only recently voted to join the national Coalition of Essential Schools, but it has developed since its founding in 1983 along lines laid out by educator Theodore Sizer in his book, "Horace's Compromise," which traces his two-year journey through American high schools in search of ways to reinvigorate classrooms. The Coalition of Essential Schools, based at Brown University, supports teachers and others in reaching that goal and has member schools in Providence, New York City and California.

"I didn't read this book and a light bulb went on," Myatt said, pointing to a copy of "Horace" in his office. "It just makes good sense, and it's given us a framework."

Essential schools, Myatt continued, emphasize that "less is more, small is better, mastery is fundamental, student as worker. We tried to build the Fenway Program around those notions."

English High School, which last fall relocated from its long-time home on Louis Pasteur Avenue across from Boston Latin School to the former site of Boston's Jamaica Plain High School, is divided in three sections, the so-called "schools within a school" that make up its magnet theme. Entering ninth-graders are enrolled in a "cluster" program to ease the transition from middle school to high school; older students are enrolled either in a comprehensive "traditional" high school program or in the Fenway Program.

The Fenway Program and its essential schools curriculum addresses such students' problems in a variety of ways. Classes are small - about 20 students on average - and teachers and students meet regularly in "advisory groups" to discuss grades, schedules, even problems in their community. Parent involvement is also encouraged, but Fenway teachers are aware that this is not always easy for many families.

"Most of these kids don't have a support system in place," said Myatt. "There isn't a warm meal and a bed waiting for them at home. We can't take that for granted in urban schools."

Indeed, Myatt asserted that pro-

viding such support in school is essential; otherwise, he said, "there's no point then talking about academics. It just doesn't happen."

In the classroom, Fenway Program teachers work at making learning active. According to Myatt, organizational skills are stressed. Students arriving for a class will go to a file to collect corrected tests and homework or the day's assignments.

"Rather than the students coming in and sitting down and waiting for the teacher," Myatt said, "it's doing anything and everything to make them more responsible for the final product."

A further approach is to integrate learning, Myatt said, to help students "make connections and go beyond the classroom." Fenway Program classes currently employ connecting themes of "interdependence." Instruction in American literature and US history, for example, are combined in a single class in "American Studies."

Essential schools such as the Fenway Program also address developing new ways to assess how much students learn. Gone is multiple-choice, standardized testing. Last year's final exam in American Studies, Myatt recalled, asked students to come to class "in persona" as figures from history or literature. In a 10-minute presentation including questions, students discussed how their chosen persona viewed

events in history.

"They came as Ahab from 'Moby-Dick' and talked about the whaling industry or as Tecumseh giving his view on the Indian wars."

Nevertheless, the Fenway Program has shown success in at least one category, that of the drop-out rate. According to Linda Nathan, the Fenway Program's assistant director, the program's 12 percent drop-out rate compares favorably with a system-wide drop-out rate of over 25 percent. A study under way is examining the success of Fenway's "school-to-work intervention" efforts in collaboration with Children's Hospital, where Fenway students study medical career skills.

"My hunch is the study will show that intervention is making a significant impact," said Nathan. "We already know that attendance patterns have improved."

English High School's move last fall from downtown to Jamaica Plain, however, has had a disruptive impact on the Fenway Program, both Myatt and English High Headmaster Sidney Smith concede. At the old school, the Fenway Program was isolated on the building's 10th floor, allowing it to function with virtual autonomy, according to Smith. Today, Fenway students mix among their other high school classmates.

In addition, essential schools tends - among them, an emphasis on depth of learning rather than

breadth, summed up as "less is more" - run up against some obstacles at English. The Boston system's requirement of a single-year class covering all of US history, for example, means that depth must be sacrificed to breadth.

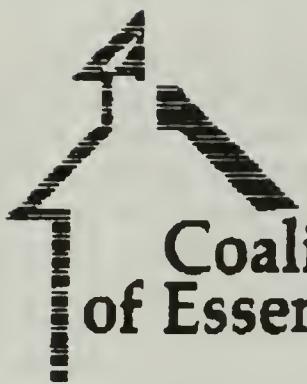
"It would really take two or three years to do justice" to a US history class if given according to essential schools methods, Smith said, adding, "There's a gap between principle and reality that's difficult to struggle with."

And while the Fenway Program has been a part of English High School for six years, and was developed with Smith's assistance - he was Boston's director of Alternative Education from 1982 to 1984 before becoming English's headmaster - the essential schools methodology has yet to be accepted throughout the school. A referendum of English High School teachers taken in fall 1988 found only 73 percent willing to make the entire school an essential school. Proponents at English High School, following guidelines set out by Ted Sizer and the national Coalition, had agreed to accept a 75 percent plurality as a mandate. Requirements are now eased.

"I'm happy enough being a limited model," Myatt said. "Of all the 200 kids here, not one of them would leave us. We're all dreaming our dreams, and we just have to hope they'll come through."

Appendix VI

*Letters
of Support*



Coalition of Essential Schools

**Brown University
Box 1969
Providence, Rhode Island 02912**

February 11, 1994

Meg Maccini, Director of Development
Fenway Middle College High School - BHCC
250 New Rutherford Avenue
Boston, MA 02129

Dear Meg Maccini,

I am writing in support of the Massachusetts charter application for Fenway II submitted by Larry Myatt and Linda Nathan. I have worked closely with Larry and Linda and I know them well: they are, simply, among the most advanced and capable school people in Massachusetts — and are invaluable ambassadors of the Coalition of Essential Schools. Their work at Fenway Middle College High School has been outstanding.

I look forward to expanding and continuing our collaborative work in Fenway II. I strongly endorse their application.

Sincerely,

THEODORE SIZER

TRS/ajk



250 NEW RUTHERFORD AVENUE, BOSTON, MASSACHUSETTS 02129-2991
(617) 241-7674 • FAX (617) 589-0666

Piedad Robertson,
Secretary of Education
Commonwealth of Massachusetts
McCormack Building 6, 14th floor
1 Ashburton Place
Boston, MA 02108

February 14, 1994

Dear Madame Secretary:

I endorse the charter application for Fenway II, submitted by Larry Myatt and Linda Nathan. On behalf of Bunker Hill Community College I am looking forward to continuing and expanding our collaboration.

Sincerely,

A handwritten signature in black ink that reads "C. Scully Stikes".

C. Scully Stikes
President,
Bunker Hill Community College

Children's Hospital
300 Longwood Avenue
Boston MA 02115
617-734-8058



Rudman J. Ham
Vice President
of Operations

Children's Hospital

February 9, 1994

Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
McCormick Building, Room 1401
1 Ashburton Place
Boston, MA 02108-1696

Dear Secretary Robertson:

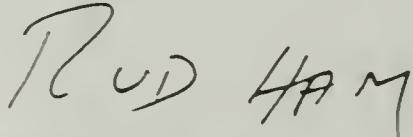
I am pleased to endorse the charter application of Fenway II. This application is being submitted by Larry Myatt and Linda Nathan who have lead the Fenway Middle College High School for over a decade.

Children's Hospital became associated with the Fenway in 1987, when we established the successful Fenway/Children's Collaborative. Since that time over 120 high school students have had the opportunity work at meaningful jobs in the hospital, while furthering their studies. The students, the hospital and the school have all benefited from this relationship. We expect that it will continue and grow.

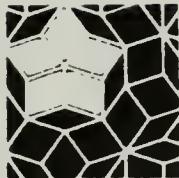
I am also pleased to have served on the Advisory Board for the school and it's in that capacity that I ask you to favorably consider our application to become a charter school.

Thank you for your consideration and please write or call if you need further information.

Sincerely,



Rudman J. Ham



TERC

Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
Room 1401 McCormack Building
1 Ashburton Place
Boston, MA 02108-1696

Dear Madame Secretary,

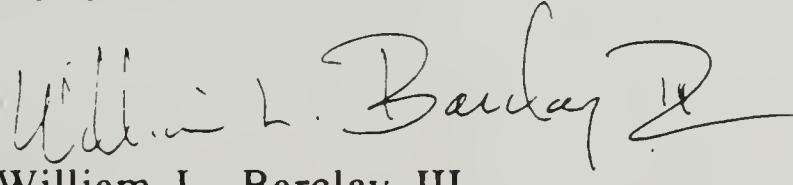
14 February, 1994

I am writing in support of the Fenway II application to become a Charter School, submitted by Larry Myatt and Linda Nathan. I have been working with the teachers at Fenway for the last three years to help develop and implement an integrated mathematics and technology curriculum, with the ultimate goal in mind of integrating science in as well. This effort has included writing curriculum units, conducting teacher workshops, observing classes, being a judge for student exhibitions, and joining the weekly math teacher meetings.

Although this is not a TERC project, I have had TERC's support in the forms of xeroxing and providing workshop space. In addition to these integrated math and technology efforts, Fenway is a pilot school in a TERC astronomy project that I am Project Director for. Finally, there is a commitment at TERC to expand their involvement, and Fenway has been included as a pilot site in several TERC proposals.

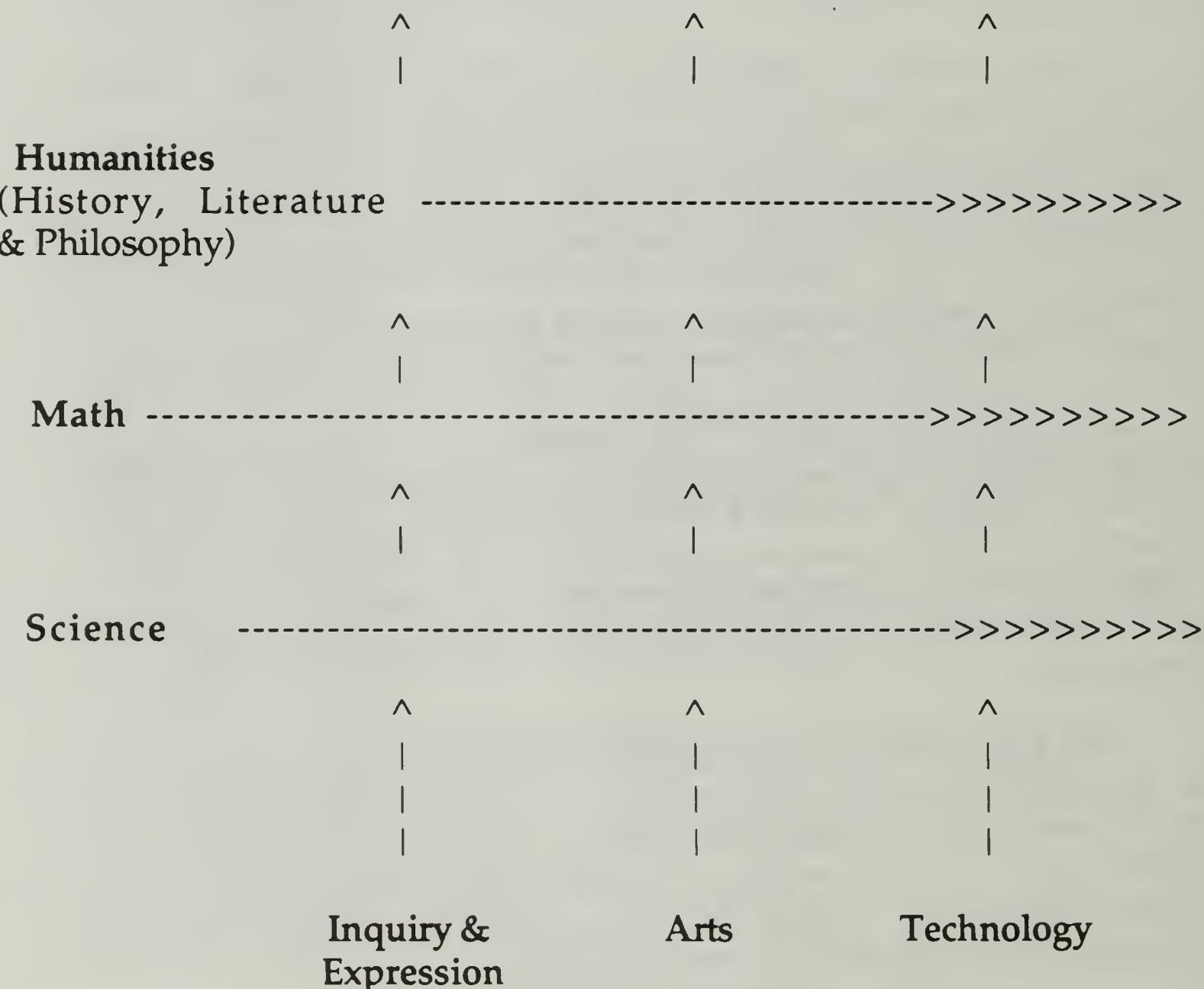
My goal, Fenway's goal, and one of TERC's goals is to find ways to provide high quality education to under-served populations. I look forward to continuing my efforts to integrate math, science, and technology. We have made real strides, and I believe that being a Charter School can facilitate this effort. For TERC there is the desire to expand its collaboration with Fenway.

Sincerely yours,


William L. Barclay III

Appendix VII

Proposed Design for the "Disciplines" and Instruction



COLD SPRINGS

Exhibition in Environmental Issues

-9th grade-

.....

We, the class members, are to become for a period of time the citizens of Cold Springs -a town in central Vermont. It is geographically large and rural, with a population of only 1,000, descended slowly from 1,250 residents over the past 30 years. There is one paved main road through town, maintained by the state, other roads are cared for at town expense. There is a small volunteer fire company with equipment mainly from the 1960's. Cold Springs has a 3-man constable force, one of whom also serves as chief and animal control officer. The town has had for some time a poor economy, many people are out of work, but there lately seems to be some potential for growth, mainly coming from interested outsiders with eyes on the scenic natural setting and isolated location. The town seems to be approaching a crisis common to lots of American towns and cities at the end of this century, the end of one era and dawn of another. There are many questions:

Do we define ourselves through our community ?

What opportunities do we have ?

Are there dangers with the opportunities ?

How and where will we work ?

What will be the character of life here ?

Who will decide, and how will decisions be made ?

How will we know what is best for Cold Springs ?

We, the townspeople must sort out the opportunities from the risks and make decisions about our future. We have, to begin with, a list we have gathered of some of the things we're being forced to think about. There may be others we have missed, but among the variables we must consider are the following:

The town has quite a varied topography, there are several small ponds, and dozens of small brooks and creeks which feed or drain from them. The town has very good water, and in more than adequate supply. There are several large wells which supply the main village, but all those who live in the countryside have private, artesian wells. There is no public sewerage system beyond the cluster of town buildings, shops and churches which form the "downtown".

Cold Springs is very much an outdoor community. Each year school closes for four days before Thanksgiving so local children can join their parents in the hunt for deer, bear and moose. Hunters and fishermen bring money into areas through returns on license fees, and a good number of service sector jobs --people who feed, house and equip the outdoorsmen.

ETHAN ALLEN ELECTRIC has recently asked the town Board of Selectmen to consider a proposal for a nuclear plant which would furnish enough energy for the entire state of Vermont. The plant would be of a new safety-first design, similar to those running in France. It would bring to the region more than a thousand high-tech engineering and construction jobs during the assembly period and a hundred long-term operations jobs after it opens. Having such a plant here would increase tax revenues hundreds-fold.

Several small dairy farmers operate successfully in the town, selling their milk to larger regional dairy centers. These same farm families sell their vegetable produce, honey and preserves in the town's Farmers' Market on week-ends. Its especially good business for them on weekends when tourists come through.

A small artists' colony has sprung up in the town. A few well-known painters and potters have moved to old farm homes near town. Two small galleries have opened as and quite a few city people have begun to visit. They stay in the town's three small inns. They like the slow pace and the rural beauty that Cold Springs offers them.

There are currently two large orchards in operation in the town. They provide regular jobs for a half dozen men, and seasonal labor for more than 60 residents when the harvests of apples, pears, and berries are ripe. Also, local water is used to irrigate these orchards at no cost to them.

A toxic waste firm, TOXIFILL, Inc., has for years wanted to establish a burial site for low-grade hazardous waste at a spot in Cold Springs. There is a claypit nearby, and the town has some large areas with bedrock bottom where wastes might be stored with reduced potential for leakage.

A group of parents associated with a minister of the Church of Saints Preserve Us movement, based in the nearby county seat, has been vocal and influential of late. They are critical of suggestions by some town planners which will invite outsiders in greater numbers, particularly artists, gays, and "hippy-types". This group also has taken issue with the school superintendent over the State health curriculum and spending on "technology outcomes", such as computer and satellite links, which they have complained, "enable deviant interests to cause violence and boredom among youths".

A French ski corporation, LEROI ESQUI, may be interested in establishing a Ski Resort Center on the edge of Cold Spring, site of a large undeveloped tract. There are several small, adjacent mountain slopes with good vertical pitch in this. The town is only 20 minutes off Interstate 89. A ski area could bring thousands of skiers and tourists into the area on winter weekends, creating the need for hotels and restaurants, and possibly bringing new residents to the area.

Our local high school, opened in 1906, has a declining student cohort and may have to close. Much repair is needed. Cold Springs school district could merge with a union school twenty miles down the road, for students from grades 7-12. The tax base is small, and there seems little support for raising taxes to support education, since people are having trouble making ends meet.

NEW AGE technology firm wants to purchase some tracts in some of this region's mountainous areas, in order to place a solar collector field and a windmill complex. This would enable them to supply power to a large portion of Central Vermont. One of the areas they may be seeking is the site of one of the orchard/fruit business, where a large hollow between two peaks produces excessive winds throughout three seasons a year, and a flat, sunny space in summer. There may be other sites suitable in the area.

In order to weigh and decide among these many issues and options, we townspeople must do the following:

- identify the most immediate kinds of impact associated with accepting the waste site, ski area, nuclear plant, or solar/wind farm; developing some other idea; or doing nothing
- analyze the idea of putting a toxic waste site in Cold Springs: what kinds of things would be brought here? what are the risks? what would it bring us in return? what are the safeguards? represent findings in writing for the town paper and orally for town meeting
- determine which is the better long-term energy strategy --nuclear or wind/solar power-- based on:
 - a) biological/environmental factors;
 - b) economic factors
- draw topographical and other maps that can help to show important geological/geographic, or other natural and man-made features, that will impact or be impacted by these developments
- analyze soil and water samples for consistency, content, and other variables that will be important to know when considering the use of the land; they should be catalogued for use in presentations
- determine what kinds of work might become available for people in Cold Springs and the typical duration of each of these kinds of economic opportunity; how will interests such as real estate, service businesses, artisans, etc., differ in interpreting the data? represent findings on a computer spreadsheet, or on charts or graphs to be discussed with the clubs and groups in town; make appointments with and interview the spokespeople for the groups you have identified
- videotape people talking about all sides of the issues and discuss them in class; write editorials for the town paper on all sides of each issue; draw or film public service ads which spell out the issues to the person in the street
- determine the potential impact of each plan for growth and development on tourism and fishing and hunting industries
- design, conduct and interpret polls regarding what the townsfolk might want for the future; present them to invited guests in a school assembly

-determine the extent of any threats to the environment by increased tourism and road usage, gas/oil tank storage, clearing for roads and power lines, etc.

--locate other areas, currently unidentified, but which might serve as optional sites for some of these projects

- research, obtain and study real-life EPA or DEQE models of environmental impact statement (EIS) for use in understanding the complexities of these alterations to the environment; do a written, scientific EIS regarding these projects or ideas: include a suitable range of data, and use graphs and charts to assist your presentation; field questions from onlookers; make recommendations as requested

-keep a written journal of all activities conducted during this study, whether done individually or as part of groups

also, we might want to:

-communicate through information network/links with towns and cities in the U.S. and the rest of the world where these things are happening for real, and the other school students who are studying them

-conduct mock debates with people role-playing representatives of the town, conservation and anti-nuclear groups, businesses and utilities, pro-growth organizations, etc.

-get pictures and magazine articles of what real Vermont towns are like: the life-style, education, recreation, hunting, skiing, social problems, etc.

-invite real "experts" from these companies and from local environmental or merchant groups to the class to field questions, present their sides; video tape these presentations for use on your own

-find and invite real people to your class who know and do these kinds of jobs to discuss these issues in the real world

-what others can we brainstorm ???

Exhibitions are first and foremost instructional vehicles. The many rich insights into student learning that they afford sometimes lead us to think of them mainly in the summative sense. They are intended as generative, on-going, and rigorous, allowing many diverse points of entry. Yet, there must be an intellectual undergirding on which to make sense of the learning attempted and achieved.

Many of the skills and much of the information students need in order to perform the activities from this exhibition should be required of everyone in the class. These, then, provide a basis for standards, the levels and areas of basic competency, which one might demand of a graduate of this course.

Others skills and areas of knowledge, one might decide, are for use as accelerated activities, to foster special interests or talents, or provide other kinds of enrichment. Some of the work can perhaps best be done in coop. groups over time, other areas need to be mastered by all individually.

The content and skill activities from this class should be "wired" to the overall expectations and responsibilities of the school community. The school should be organized so that people know where individual and collective instructional responsibilities lie, so that all are attended, standards are high, and connections are made as often as possible.

QUESTIONS FOR SMALL GROUP DISCUSSION

--what skills can/must be taught through the Cold Springs exhibition ? to which domains do they traditionally belong? how is the responsibility for teaching certain skills currently distributed ? domain > < department

--are skills introduced here that may not routinely be a part of more traditionally-organized instruction ?

--what are the essential questions and how will they be utilized ? is this an effective way of organizing complex instruction?

--when and how should students work together ? where do "group" issues begin and end ?

--who should decide what content is essential ?

--how and when can it be determined what students know and can do ? who should evaluate the exhibitions ?

-- can letter and number grades work here ? what are the role of students in the evaluation process ?

--what will be different in terms of the use of time and resources?
what kinds of support are needed?

--what other notions of classroom organization might emerge as important or will require restructuring?

--in such "works in progress", how can on-going additions and modifications be made? how will work be saved/displayed?

--how might you expand and utilize the external stakeholder audience? how should students' work be represented to other institutions and the public?

--what are the implications for whole-school organization and structure? the administration? library and media services?

--other issues and questions??

Note- This particular environmental scenario can, of course, be abandoned and re-constructed within an urban setting or perhaps a sea-side community facing related dilemmas.

21st Century Schools 1991

Appendix VIII

Fenway Two Budget			
Category	Salary	Benefits	Total
Upper School Staff Budget:			
Position:			
Humanities Faculty 1	\$48,582	\$8,682	\$57,264
Humanities Faculty 2	\$43,834	\$8,255	\$52,089
Humanities Faculty 3	\$35,000	\$7,460	\$42,460
Humanities Faculty 4	\$34,410	\$7,407	\$41,817
Math Faculty 1	\$48,082	\$8,637	\$56,719
Math Faculty 2	\$44,782	\$8,340	\$53,122
Math Faculty 3	\$35,000	\$7,460	\$42,460
Math Faculty 4	\$34,410	\$7,407	\$41,817
Science Faculty 1	\$46,831	\$8,525	\$55,356
Science Faculty 2	\$35,000	\$7,460	\$42,460
Science Faculty 3	\$28,178	\$6,846	\$35,024
Science Faculty 4	\$28,178	\$6,846	\$35,024
Student Support Services 1	\$35,000	\$7,000	\$42,000
Student Support Services 2	\$35,000	\$7,000	\$42,000
Student Support Services 3	\$35,000	\$7,000	\$42,000
Student Support Services 4	\$35,000	\$7,000	\$42,000
Administrator	\$57,000	\$12,000	\$69,000
Administrator	\$57,000	\$12,000	\$69,000
Administrative Assistant	\$22,537	\$6,338	\$28,875
Business Manager	\$43,083	\$8,187	\$51,270
Student Support Services Coordinator	\$43,083	\$8,187	\$51,270
Development	\$43,083	\$8,187	\$51,270
Nurse	\$25,000	\$6,000	\$31,000
Collaborative Liaison	\$35,000	\$7,000	\$42,000
Tech. (MIS person)	\$30,000	\$5,000	\$35,000
Arts Coordinator	\$35,000	\$7,000	\$42,000
Foreign Language Teacher	\$35,000	\$7,000	\$42,000
Sub-Total Upper School Staff			\$1,236,297

Fenway Two Budget			
Catagory	Salary	Benefits	Total
Middle School Staff Budget:			
Humanities Faculty 1	\$48,582	\$8,682	\$57,264
Humanities Faculty 2	\$43,834	\$8,255	\$52,089
Humanities Faculty 3	\$35,000	\$7,460	\$42,460
Math Faculty 1	\$48,082	\$8,637	\$56,719
Math Faculty 2	\$44,781	\$8,340	\$53,121
Math Faculty 3	\$35,000	\$7,460	\$42,460
Science Faculty 1	\$46,831	\$8,525	\$55,356
Science Faculty 2	\$35,000	\$7,460	\$42,460
Science Faculty 3	\$28,178	\$6,846	\$35,024
Administrative Assistant	\$19,000	\$6,000	\$25,000
Lead Teacher	\$45,000	\$7,000	\$52,000
Arts Teacher	\$35,000	\$7,000	\$42,000
Music teacher	\$35,000	\$7,000	\$42,000
Sub-Total Middle School Staff			\$597,953
SALARY TOTAL			\$1,834,250
NON-INSTRUCTIONAL :			
Office Supplies		\$6,300	
Liability Insurance		\$136,080	
Professional Development		\$31,000	
MBTA		\$90,720	
Facilities		\$52,000	
Translations		\$5,000	
Printing/marketing		\$6,000	
Stamps		\$10,500	
Payroll/purchasing/acc't		\$20,000	
Development Expenses		\$10,000	
Discretionary		\$2,150	
Transportation/van lease		\$12,600	
Sub-Total Non-Instructional			\$382,350
Instructional Supplies:			
Xerox		\$21,000	
Texts		\$63,000	
Computer Updates/Software		\$42,000	
Paper & General		\$84,000	
Library		\$25,200	
Outdoor Experience		\$25,200	
Physical Education Fac/supplies		\$42,000	
Awards		\$5,000	
Sub-Total Instructional Supplies			\$307,400

Fenway Two Budget			
Catagory	Salary	Benefits	Total
Other Costs:			
Custodian			\$20,000
Security	\$25,000	\$5,000	\$30,000
Security	\$25,000	\$5,000	\$30,000
Sub-Total Other Costs			\$80,000
TOTAL BUDGET			\$2,604,000

Appendix IX

Fenway's Current Advisory Board

Katy Abel
WHDH-TV
7 Bullfinch Place
Boston, MA 02114

Mary Alice Callahan
Manager, Quality Programs
IBM
404 Wyman Street
Waltham, MA 02254

Patricia Chisolm
164 Forrest St.
Wellesley, MA 02181

Pat Doherty
Space and Design Consultant
175 Summer St. Suite 2
Somerville, AM 02143

Richard K. Fields
executive Director of Vocational Education
Boston Public Schools
26 Court Street
Boston, MA 02108

Rudman Ham
Vice President of Operations
Children's Hospital
300 Longwood Ave.
Boston, MA 02115

Charlotte Harris
External Funds Department
Boston Public Schools
26 Court Street
Boston, MA 02108

Leslie Harris
Assistant District Attorney
Suffolk County
55 Court Street
Boston, MA 02108

Beatriz McConnie-Zapater
Ecumenical Social Action Committee
3134 Washington Street
PO BOX 4
Jamaica Plain, MA 02130

Joan Pernice
Vice President
Child and Family Services
Dimmock Community Health Center
55 Dimock Street
Boston, MA 02119

Vito Perrone
Director, Teacher Education
Harvard Graduate School of Education
Longfellow Hall
Appian Way
Cambridge, MA 02139

Marchelle Raynor
Zone Manager
Boston Public Schools
26 Court Street
Boston, MA 02108

James Robinson
Senior Manager
Bank of Boston Securities Processing
Mailstop 45-02-17
PO BOX 1618
Boston, MA 02119

Daniel Rothenberg
C&R Management
1330 Boylston Street
Chestnut Hill, MA 02167

Diane Hyde Russell
Hyde Boston Capital
31 Woodchester Road
Wellesley, MA 02181

Barbara Salisbury
Administrative Dean
John F. Kennedy School of Government
Harvard University
79 JFK Street
Cambridge, MA 02138

C. Scully Stikes
President
Bunker Hill Community College
250 Rutherford Ave.
Boston, MA 02129

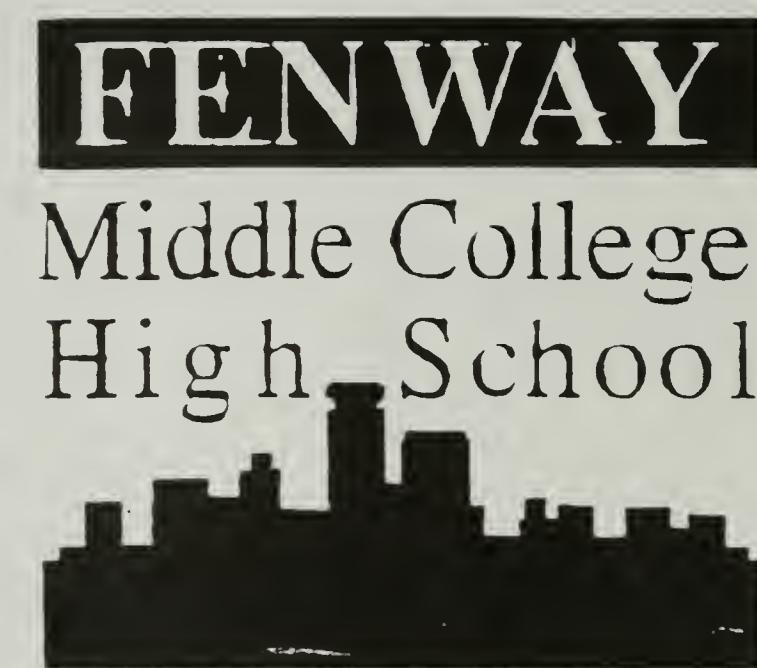
Barbara Zeno
2806 Postgate Lane
Peabody, MA 01160

New Board Members Since 1/1/94:

Madison Thompson
Vice President
Director of Diversity
Shawmut Bank
1 Federal Street
Boston, MA 02211

Ronald H. Lammy
Director of Corporate Procurement
Lotus Development Corporation
55 Cambridge Parkway
Cambridge, MA 02142

Appendix X



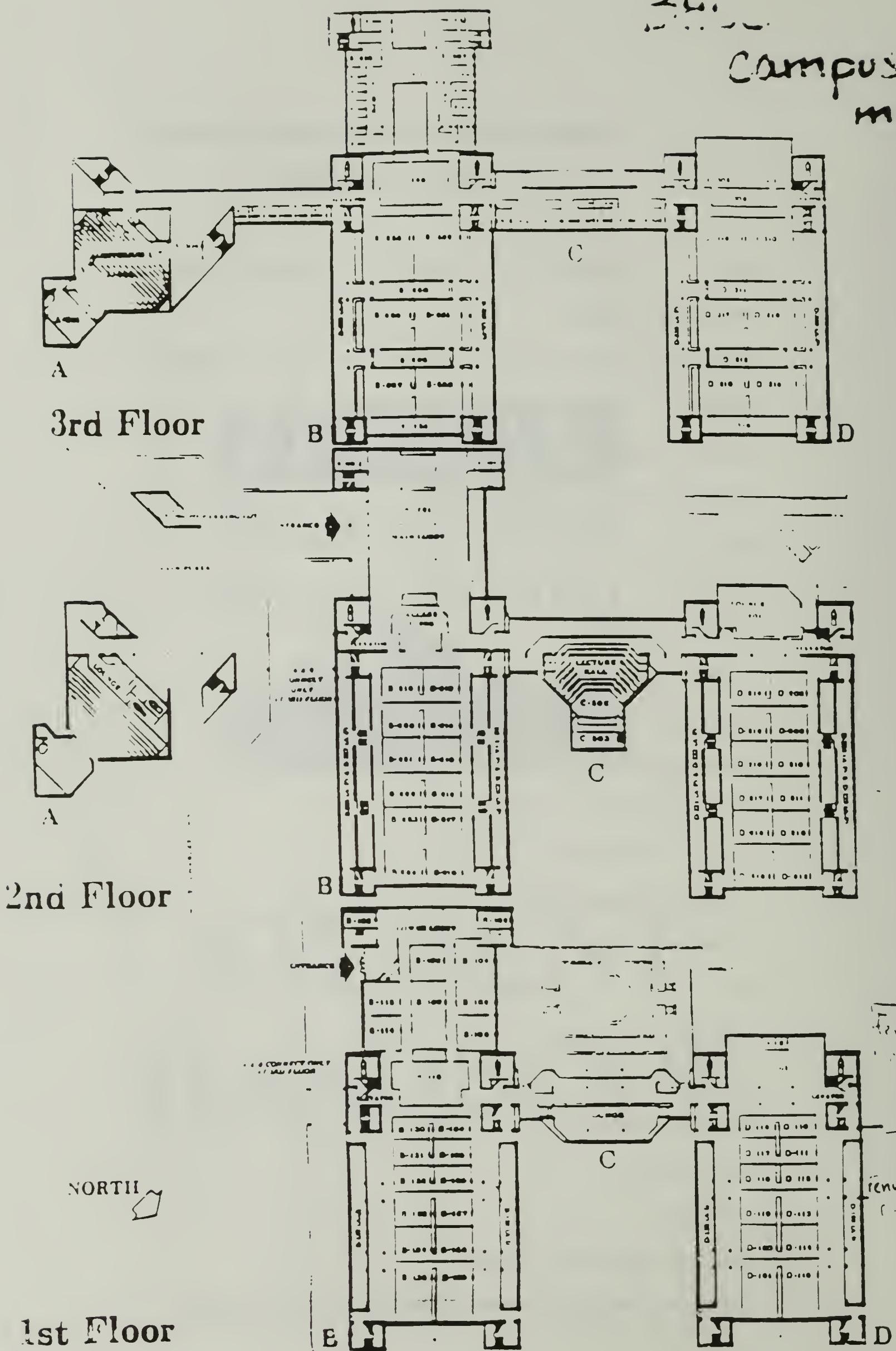
STUDENT HANDBOOK

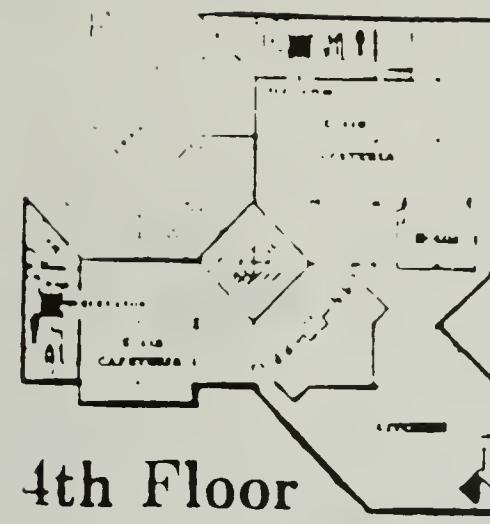
FENWAY MIDDLE COLLEGE STUDENT HANDBOOK

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2011
Campus
map

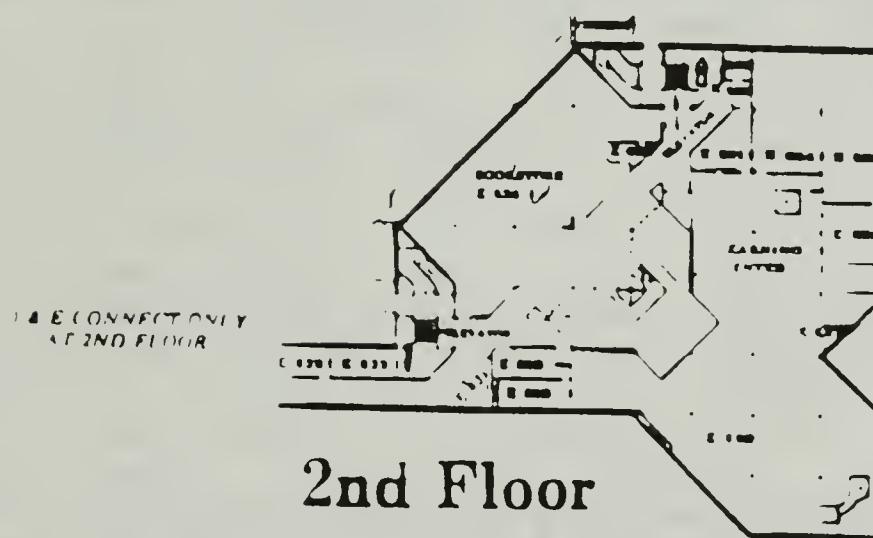




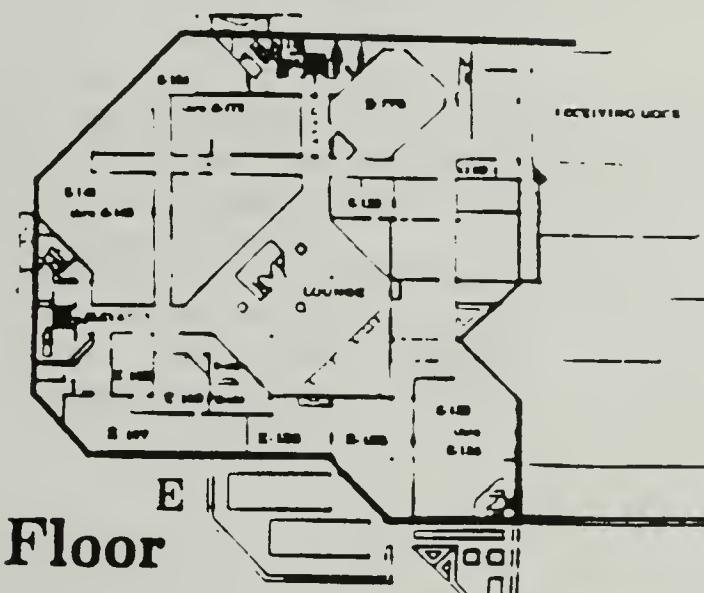
4th Floor



3rd Floor



2nd Floor



1st Floor

WELCOME TO FENWAY !!

We hope you have a challenging and exciting school year. This booklet is designed to help make your year a little easier by answering questions many students ask about Fenway. If this booklet doesn't answer all of your questions, remember that you can always ask students who were here last year, your Advisor or your other teachers. Keep the booklet in a safe place so you can refer back to it when necessary. Good luck this year!

2. WHAT IS THE PURPOSE (MISSION) OF FENWAY MIDDLE COLLEGE HIGH SCHOOL (FMCHS)?

Fenway Middle College is a socially committed and morally responsible learning community which values students as individuals. We encourage maximum intellectual development, risk-taking, and leadership in its many forms.

3. I HAVE HEARD THAT FENWAY IS A MEMBER OF THE COALITION OF ESSENTIAL SCHOOLS. WHAT DOES THIS MEAN?

Fenway was the first high school program in Boston to join the Coalition of Essential Schools. The Coalition is a group of schools across the country trying to improve education by following the nine principles that are listed below:

1. The school should focus on helping students learn to use their minds well, and should not attempt to be "comprehensive", at the expense of a central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. The program's design should be shaped by the intellectual and imaginative powers and competencies students need, rather than by "subjects". The aphorism "Less is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery rather than by an effort merely to cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as students themselves vary. School practice should be tailored to the needs of every group of adolescents.

- .. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that teachers have responsibility for no more than 80 students. Decisions about the course of studies and use of students' and teachers' time must be unreservedly placed in the hands of the principal and staff.
- 5. The governing practical metaphor of the school should be student-as-worker. A prominent pedagogy will be coaching, to provoke students to learn how to learn.
- 6. The diploma should be awarded upon a successful final demonstration of mastery -- an "Exhibition". This Exhibition of the student's grasp of the central skills and knowledge may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" or "time spent". The emphasis is on students' demonstration that they can do important things.
- 7. The tone of the school should stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Appropriate incentives for the school's particular students should be emphasized and parents treated as essential collaborators.
- 8. The principal and teachers should perceive themselves as generalists first and specialists second, and should expect multiple obligations and a sense of commitment to the entire school.
- 9. Administrative and budget targets should include per teacher student loads of 80 or less, substantial time for collective planning, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent.

(NOTE: Although some of this may not seem clear at first, as you read through the handbook and as the year progresses, these ideas and the ways they affect life at Fenway, both social and academic, will become more understandable.)

4. WHAT COURSES DO I NEED TO TAKE?

Each year Fenway students take:

- * Humanities (combination of Language Arts, Literature, History, Social Studies, Fine Arts, and Performing Arts)
- * Integrated Math (combination of Algebra, Geometry, Probability, Statistics, and other mathematical topics)
- * Science (Environmental Issues; Biology; Computers and Science; and Chemistry)
- * Advisory (one teacher works with a small group of students providing guidance and academic help. Students also study and discuss a wide variety of topics. We'll explain more about this later!)

In addition, students may also choose to take an elective, such as:

- * Spanish I or II
- * Theatre
- * Chorus
- * Computers
- * Individual Skills
- * Independent Study
- * and others!

Notes:

- A variety of college classes are available to eligible students for High School or College credit.
- Computer instruction is included in many of your required courses to help you learn to use computers in many different ways.

(See your Advisor if you have any questions.)

5. How are these requirements different from a traditional Boston Public School (BPS) program?

Fenway is part of the Boston Public Schools system; and therefore, the requirements are similar to that of other Boston high schools. However, there are some differences, too! The BPS requirements are:

- * four years of English
- * four years of Math (and you must pass Algebra I)
- * two years of History/Social Studies
- * two years of Science
- * Physical Education
- * Health
- * Computer Education
- * and you must have 105 points to graduate

6. WHAT ARE PORTFOLIOS AND EXHIBITIONS?

Fenway is considering better ways to determine when our students are prepared to do the kinds of work and study required in the real world. Within three years, members of the graduating classes will not receive diplomas according to the number of hours spent in class, the number of classes taken, nor the number of points earned. Instead, seniors will graduate by successful completion of a variety of Portfolios, Exhibitions, and other demonstrations of competency (a showing of skills and abilities).

Unit Exhibitions and Final Exhibitions at Fenway are exciting and challenging times for students. At these times, each student presents examples from his/her Portfolio (the collection of written work and projects that students compile over the course of the year, and perhaps from previous years), to demonstrate research they have conducted, or problems they have solved. These are presented to a panel of Fenway staff members, colleagues and partners from businesses and colleges, and invited guests. The student is asked to explain, instruct, defend and apply these examples so it is clear that the student truly understands the material. The Exhibition is our form of an exam.

We also expect that, before long, a "Graduation Exhibition" will be required. This long-term project will ask students to analyze complex, real-world problems using the skills and knowledge they have acquired, and to "exhibit" their solutions. Successful completion of these projects and acceptable Portfolios and Exhibitions in each subject will place a student on the Graduation List. The Portfolio and Exhibitions are a lot of work, but there are teachers and other students who will help you. What you need to start doing now is saving the important work that you do in your classes so that when Exhibition time comes you will be ready to present your best work, in order to sign out.

All students at Fenway must sign out at the end of each academic year. This means that all work from the beginning of the year, including Portfolios, Exhibitions, Project Week papers, community service reports, etc., must be handed in, corrected, and signed off by the teachers and Advisor in order to earn credit and be promoted. The end of the year at fenway is a busy time !

7. HOW ARE STUDENTS GRADED AT FENWAY?

Fenway is moving away from the traditional numerical grading system with which you are probably familiar to something called a "narrative report card." A "narrative" tells a story, and the idea of this kind of report card is to tell the story of your work in a particular class. On the next page are the narrative report card questions your teachers will be using with you. Ask these questions about yourself throughout the year in each of your classes. (How well have you been doing?)

NARRATIVE REPORT CARD

NAME OF STUDENT: _____

TEACHER: _____ COURSE: _____

TERM: _____ DAYS ABSENT: _____ DAYS TARDY: _____ DAYS PRESENT _____

Is the student meeting the goals and objectives of the course?

- What problems exist?
- Has there been an increase in the work effort during this marking period?
- Is there a need for make up work?
- Has the student been consistent in completing homework well?
- Has the student been consistent in completing classwork well? (Consider work in class and independent work in the library and computer lab.)
- Has the student been attentive in class?
- Does the student participate in class?
- How can the student improve?

(Dear Parent/Guardian. Please sign below to indicate that you have seen this report card, and feel free to make any comments. If you have further questions, call the Fenway Office at 242-9095.)

PARENT/GUARDIAN SIGNATURE: _____

8. SO WHAT IS ADVISORY REALLY ALL ABOUT?

"If even one person in a school knows him/her well enough to care, a student's chances of success go up dramatically." This quotation summarizes our thinking about Advisory. Both the teachers and the other students become friends and allies, interested parties in each other's lives. In small groups that can focus on a range of subjects, teachers and students can make new connections, and make the educational plan more personalized.

Advisory is a place to prepare Portfolios and practice for Exhibitions. We can help and check each other's work and confront obstacles that might limit our success. Often Advisory period will be when we have a "Town Meeting" to discuss issues important to the Fenway/BHCC community.

Advisory is also the place where we use the Health and Careers/Occupations curriculum required by BPS. In health we will discuss issues of mental health; fitness and exercise; time management; diet and nutrition; and sexuality and its risks/choices. In the Careers/Occupations Counseling unit we will help you explore your options for college and work. Through Advisory, we also organize camping trips, community service, and other activities which is one way you earn Physical Education credit. But Advisory is also much more, like:

- * Developing personal relationships with other students and with teachers
- * Sharing/supporting each individual in the group
- * Discussing community
- * Guidance Counseling
- * Co-parenting
- * Reflective writing
- * Debating/speaking skills
- * Teen issues forum
- * Occasional Town Meeting
- * Making informed decisions
- * Study skills
- * Violence prevention
- * SAT preparation
- * Civic Rights and Responsibilities
- * Geography
- * Examination of discrimination and searching for possible solutions
- * Preparing for the portfolio
- * Calendar items/school information
- * Motivational speakers
- * Watching important and interesting videos
- ** and more!

9. WHO CAN TAKE COLLEGE COURSES?

Students who have completed their required coursework, or who wish to explore a particular area of interest are encouraged to take college courses at Bunker Hill Community College (BHCC) that are not offered by Fenway. However, because you must have good grades and attendance, and seats are limited, you must discuss this option carefully with your advisor and the Fenway Director, Mr. Myatt.

10. HOW LONG ARE CLASSES AT FENWAY?

Most BPS courses are worth five points. One of the reasons Fenway courses are worth more is that classes here are a longer. All classes are 75 minutes except for Advisory which is 55 minutes. There is a 5 minute passing time between classes. Humanities gives 10 points because there are many extra events and activities tied to this class, such as Project Week.

11. WHAT IS PROJECT WEEK?

Project Week at Fenway gives students a chance to develop their own point of view on a given topic. Students are asked to wrestle with a large topic such as "What makes Boston a good place in which to live?", "What makes a good museum?", "How does one build a good community?"...etc. Information about the topic is gathered individually or in small groups in Boston with the guidance of Advisors, so that the city really becomes a giant classroom. Students are then asked to narrow this topic into a manageable size, develop particular questions and a point of view and write a carefully crafted, typed or word-processed paper that reflects an understanding of the topic. Advisors are not looking for any one right answer, but rather the student's point of view that grows out of an understanding of the topic. The Project Week paper must be retained, since they will be part of the student's Portfolio each and every year.

12. WHAT IS THE FENWAY/CHILDREN'S HOSPITAL COLLABORATIVE?

The Collaborative (or the "Collab" as it is also known) is a two year school-to-work transition program beginning in the junior year that encourages students to explore career opportunities in health care. For four years, the Collab has taught students work skills through jobs and internships. The Collaborative requires dedication and enthusiasm as well as hard work from students, but the rewards are great. In their first year students rotate through areas such as Medical Records, Clinical Lab, Patient Accounting, and Nutrition/Food Services.

Then, in their senior year, students choose an area in which to specialize. Many graduates of the program now work at Children's Hospital or are in college studying in health related fields. See Ms. Harper or your Advisor if you have any other questions.

13. WHAT IS THE FENWAY/CVS PROGRAM?

Fenway and CVS Pharmacies are beginning an exciting new program for BPS students in the 9th grade. This program will introduce students to pharmaceutical career options. In addition to regular Fenway classes such as Humanities and Advisory, the program will consist of:

- * intensive integrated math, science, and technology instruction
- * adventure and experiential activities
- * summer component
- * after-school component
- * internships
- * support services

Students in this program are expected to work hard, meet high standards and expectations, and have an interest in math, science and technology. See Ms. Torres if you have other questions.

14. CAN OTHER FENWAY STUDENTS DO INTERNSHIPS?

Seniors who have met all academic requirements may do a full-time internship or approximately six weeks in sites such as the Children's Museum, the Museum of Science or other businesses or agencies of interest. It's very important to remember that any internship must be worked out with your advisor.

15. WHAT ARE THE RESPONSIBILITIES OF THE FENWAY STUDENT GOVERNMENT?

1. To represent Fenway in orienting new students and visitors and to act as liaisons between the Fenway and Bunker Hill communities.
2. To act as support to administration and advisors in organizing breakfasts and award ceremonies.
3. To coordinate meetings and mobilize students for participation in either the Model UN or Tuft's Conference.
4. To establish a solid and workable communication between student body and staff.
5. To organize a permanent and effective **delegate assembly**. This will enable the concerns and ideas of the student body to be voiced and acted upon. (NOTE: This is either instead of or in preparation for town meetings.)
6. To relay information about committees, events and meetings to all advisories and staff.

1. To guide and help other students in organizing effective committees for dances, the yearbook, community breakfasts, youth conferences or other special events.
2. To represent Fenway at state-wide government events and at other organizations such as the Thomas Jefferson Forum and The National Council for Christians and Jews.

Students and student government should act as representatives for their student body and as effective leaders in making decisions for the concerns they hear. They are not only the "doers" but also the mobilizers for action. See Ms. Schirmer if you are interested in being a part of Student Government.

16. WHAT IS PEER MEDIATION?

Peer Mediation is a way of helping people resolve conflicts by talking to each other. Mediations occur between students and students, or between teachers and students. It is one way that we use to avoid serious disruptions and long-standing grudges that might limit success or affect our climate. Mediation is strictly voluntary; people are not obligated to attend. Mediation helps the conflicting parties arrive at a suitable agreement that is accepted by everyone. Peer Mediation involves mediators: students or staff members who are trained to listen to those in conflict and help to resolve their problems. See Mr. Rhodes if you are interested in becoming a mediator or you would like to use mediation to solve a problem.

17. WHAT IS THE PURPOSE OF THE BUNKER HILL COMMUNITY COLLEGE (BHCC) IDENTIFICATION CARD?

All Fenway students are issued a BHCC ID card. These cards must be carried at all times on the BHCC campus and entitle Fenway students admission to BHCC facilities and events. The BHCC ID card is also required for Fenway students to receive their monthly T pass. The first card is issued at no cost to the student. If the card is lost or stolen, the student should report this information to the Advisor, and go to the Fenway office for a form which you then take to Media Services for a new card. The student must pay for (about \$5) new ID cards.

IMPORTANT !! *** These cards must be displayed at the request of any BHCC or Fenway personnel, whether the person is a teacher, custodian, or campus police. Failure to display the ID card at once may be construed as trespassing, an arrestable offense, and students will be disciplined for their failure to comply with the rules of the College. This may include being banished from the campus.

18. CAN I BRING VISITORS TO FENWAY?

Although we welcome young people and adults to view all dimensions of the Middle College, no student may invite a visitor without the written permission of the Fenway Director. Visitors who do not have a BHCC ID card or a visitor's permission may be removed from campus or arrested for trespassing, depending on the circumstances. Often there will be a specific day of the week which will be the only day for visitors. (NOTE: This policy includes infants and children. Do not bring any child to Fenway without the prior permission of Mr. Myatt.)

19. CAN I WEAR A HAT OR USE A WALKMAN?

The BHCC campus is a place devoted to study and reflection and all students are required to act appropriately. Since hats are traditionally not worn by men in public gatherings, and the BHCC administration has asked us to conform to their rules, all men should remove their hats upon entering any classroom or large group gathering, such as Town Meetings or Assemblies. Because musical devices generally have no place in a school, these items are not to be worn or used in classrooms. Disruption caused by loud musical devices will not be tolerated, and will be considered as a serious violation of the code of discipline.

20. WHAT OTHER RULES MUST I FOLLOW AS A FENWAY STUDENT?

Since Fenway is part of both the BPS and BHCC, we must follow the rules and codes of discipline of the two systems. Students should expect that their constitutional rights, (e.g. the rights to due process, freedom of expression, orderly assemble, privacy of person, freedom from discrimination, and so forth) will be respected.

With those freedoms, however, come responsibilities. We expect you to act in such a way that shows maturity and respect for others and yourself. You are not only a member of the Fenway community but also a representative.

BHCC has made it clear that Fenway students must agree to abide by the College Code of Behavior and that they are subject to the same rules and regulations as are all members of the College community. There are security personnel on campus who can, as can any college personnel, confront Fenway students about inappropriate behavior on the campus. Bunker Hill personnel may also recommend disciplinary measures for Fenway students, but such measures may be put into effect by only Fenway/BPS personnel. In particular, any student involved in a fight, or who exhibits violent behavior, will be banned from the BHCC campus, and hence, will be re-assigned to another BPS facility.

Students should not congregate in large groups, where noise and unruly behavior can become a disruption for other people. Loudness is a disruption to the BHCC people who work in offices or in nearby classrooms. Horseplay can result in injury and/or damage to property. It often leads to fights, which are a sure way for expulsion. Fenway students are responsible for any and all damage to BHCC property.

C-Lounge (C-Pit) and the Campus Radio Station are off limits for Fenway students during school hours.

Beepers are prohibited from campus according to BPS rules. They can and will be confiscated on sight, according to the Superintendent of School's guidelines.

Tardiness for class is dealt with in different ways by different teachers. Most Fenway teachers will not allow students to enter the classroom late, especially if this becomes a persistent pattern.

Leaving the classroom should be limited to real emergencies. Students have time between classes to use the lav or to buy snacks.

Profanity is a disruption and offense to everyone on campus. No one wants to hear it, and it has no place in school. It causes much bad will. Those who offend with profanity can be called to a BHCC or Fenway disciplinary hearing.

21. WHAT IS "OPEN CAMPUS"?

Our students will abide by the "open campus" system in effect at BHCC; therefore, the constant supervision of students to which many people are most likely accustomed will not be afforded. We see this as a great advantage in terms of building and rewarding positive, independent behavior. It is compulsory; however, that both parents and students understand the risks and benefits of this policy.

If no class is scheduled for a student at a given time, they will be allowed access to any part of the Bunker Hill campus, and are also free to come and go off campus. It is also conceivable that on some days the starting time for classes might be later, or the release time earlier. For that reason, it may also be somewhat difficult to immediately determine a student's daily attendance across the board. In the past there have been a number of students who have proven unable to deal with this increased responsibility, and who have not progressed academically since they have failed to attend classes regularly and responsibly.

22. T PASSES

All Fenway students receive a monthly T pass. Only one is given out. Lost or stolen passes will not be replaced. Come to the office for T passes between classes, as they will not be given out during class time. In order to receive your T pass, you must display your own BHCC ID card.

23. WHAT IS THE BHCC MENTORING PROGRAM ?

Many BHCC students want to assist Fenway students in getting to know the campus and being successful in school. They have organized a mentoring program which pairs BHCC and Fenway students together and allows them to meet around campus, have lunch, or study. If you are interested in having a BHCC mentor, ask your Advisor to refer your name to the mentor program. (You will have to bring a letter from your parent or guardian which gives their permission for you to be involved in the mentoring program.)

24. FENWAY CONTRACT AND HEALTH FORMS

We hope this booklet has answered all your immediate questions about Fenway. If not, please ask the teachers, staff, and students of Fenway for additional information. When you feel you understand Fenway's policies and requirements, sign your name and ask your parent/guardian to sign as well as your advisor. The attached health forms must also be signed by your parent/guardian in order for you to participate in Fenway activities. All medical, insurance and immunization records must be on file at Fenway before a student can receive a schedule. Any form that needs to be signed should be carefully torn out of the booklet and returned to your advisor to be kept on file in the office.

Use the checklist below to be sure all forms are returned:

- Fenway Contract
- Indemnification Letter
- Health Form #1
- Health Form #2

FENWAY CONTRACT

I have read the Fenway Middle College High School (FMCHS) Student Handbook carefully, and I agree to the principles and practices of FMCHS, to the Code of Discipline of the Boston Public Schools, and to the Code of Behavior of Bunker Hill Community College. I will work hard to be a responsible participating member of the Fenway community.

STUDENT SIGNATURE: _____

DATE _____

PARENT/GUARDIAN SIGNATURE: _____

ADVISOR SIGNATURE: _____

TO PARENTS AND GUARDIANS OF FENWAY MIDDLE COLLEGE STUDENTS

Fenway works with many agencies and organizations throughout the year such as Thompson Island, the Children's Museum, Dimock Health Center, and many others. These agencies and organizations often require us to know students' medical history and coverage. This information, in addition to parental permission, is necessary for students to be involved in activities. The general form that follows, in addition to the attached health form will allow your child to participate in most activities and also take advantage of the resources offered by the various agencies and organizations associated with Fenway.

Dr. Larry Myatt
Director

I give permission for my child/ward _____
(student's name)
to participate in activities and also to take advantage of the resources of the various agencies and organizations associated with Fenway.

(Signature of parent/guardian)

My child/ward's medical coverage is:

Name of insurance agency _____
Card # _____

In case of an emergency, please contact _____
at telephone # _____ and have my child/ward sent to _____
(hospital, clinic, etc.)

INDEMNIFICATION LETTER

We request that you sign the attached release which demonstrates your understanding and acceptance that neither the City of Boston, the Boston School Committee, nor the Boston School Department will be responsible for any harm which might occur to your child/ward as the result of his/her participation in the Fenway Middle College High School Program. We will also ask you, by signing the release, to accept responsibility for any damage or harm which might be caused by your child/ward while on the Bunker Hill campus.

It has been explained to me, and I understand that the Fenway Middle College Program is located at Bunker Hill Community College and that the students will not be supervised by adults in the same way they are supervised in a regular/traditional high school setting.

In consideration of the opportunity granted to my child/ward to participate in the Fenway Middle College Program,

I,

(name of student (if over 18), parent/guardian)

parent/guardian of

(name of student)

a minor of

(address of student)

hereby and forever release and covenant to hold harmless the City of Boston and their officers, agents, and employees, from any and all causes of action, claims, and expenses that I may have (as the parent/guardian of said minor, and that my child/ward may hereafter have, either before or after reaching the age of majority), on account of or in any way growing out of any and all known and unknown injuries to, or death of, said minor, caused by or incurred as a result of participating in the above-described Fenway Middle College Program.

I further promise to bind myself, my heirs and my legal representatives, to repay the City of Boston, the School Committee of Boston, any sum of money that they may hereafter be compelled to pay because of injuries or death, to me/my child/ward as a result of participating in the Fenway Middle College Program.

I reserve my right (and the right of my child/ward) to proceed against any and all parties other than the City of Boston and the School Committee of the City of Boston, and their officers, agents and employees, for the recovery of full satisfaction of any claim that we may have or may arise out of the Fenway Middle College Program.

I have carefully read this release and indemnity agreement and understand its terms. I sign it voluntarily and with full knowledge of its significance.

(signature of student (if over 18), parent/guardian)

(number and street)

(city, state, zip code)

(relationship to minor)

HEALTH FORM #1

(Please fill out completely)

STUDENT'S NAME: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN: _____ PHONE: _____

HOME ADDRESS: _____ HT. & WT. _____

IN AN EMERGENCY NOTIFY: _____

ADDRESS: _____ PHONE: _____

MEDICAL HISTORY (Give dates where appropriate. Have any of these been severe or recurring?)

Frequent colds	Diabetes
Frequent sore throats	Chickenpox
Sinusitis	Measles
Ear infections	German Measles
Bronchitis	Mumps
Asthma	Knee or back injury
Frequent stomach upsets	Operations or serious injuries
Serious poison ivy	Migraines or frequent headaches
Heart trouble	Allergic reactions to:
Rheumatic fever	Medications (specify):
Convulsions	Bee stings:
Daily Medications (specify)	Food:

Seen therapist, psychologist, counselor, or psychiatrist (please elaborate on a separate sheet of paper if necessary)

IMMUNIZATIONS (record dates of last injection)

(Please attach/forward all immunization records to be placed on file here.)

DPT	Rubella
Tetanus	Tuberculin
Measles	Polio vaccine
Mumps	Sleepwalking
Recent exposure to a contagious disease	Fainting
Bedwetting	Constipation
Menstruation Problems	Restrictions on activities

Make additional comments on separate sheet if necessary.

FAMILY INSURANCE PLAN NAME AND POLICY NUMBER _____

We ask that you let us know now about any physical or emotional problem that has required professional attention, no matter how minor, so that we can help your child/ward get off to the best possible start.

MEDICAL/SURGICAL RELEASE: In case of a need for medical and/or surgical treatment, I hereby give my permission to the physician selected by the camp director to secure proper treatment for, hospitalize, and order ~~injection~~, anesthesia or surgery for my child.

Parent/guardian signature _____ Date _____

HEALTH/INSURANCE INFORMATION FORM

TO PARENTS AND GUARDIANS OF FENWAY MIDDLE COLLEGE STUDENTS

We are requesting the information below to help us identify existing health coverage and provide for emergency health care. The Fenway Middle College provides a wide range of support and counseling services on an individual and group level to its student clientele. We ask that you indicate by your signature below, your permission that your child be able to access these services should all parties consider them appropriate. (Signing this letter, and providing this information does not mean we will engage our child/ward in counseling services without your approval.)

Dr. Larry Myatt
Director

.....

I give permission for my child/ward _____
(student's name)

to receive health services from The Fenway Middle College and its
professional associates pending notification and agreement

(Signature of parent/guardian)

Services for my child/ward can be covered under:

- Medicaid (Card # _____)
- Blue Cross (Card # _____) (Subscriber's name _____)
- Private Insurance Company (Name of company _____)
(Name of subscriber _____)
(Certificate # _____)
- other _____

IMPORTANT -- EMERGENCY INFORMATION SECTION

IN CASE OF A HEALTH EMERGENCY, please notify:

(relation to student)

at: telephone # _____ and, if possible,
have my child sent to:

_____ (hospital, clinic, etc.)

Appendix XI
FENWAY MIDDLE COLLEGE HIGH SCHOOL
Grants Received as of September 1993

FUNDERS FOR 1989-1990

Anonymous Donor	\$15,000
Phase I : Strategic Planning and Fundraising	
Island Foundation (February 1990 - January 1991)	\$25,000
Planning Coordinator	
Travel to model schools, teacher planning	
Boston Globe Foundation (February 1990 - January 1991)	\$10,000
Planning for relocation	
Thomas Jefferson Foundation	\$ 2,000
Community Service Programs	
TOTAL SUPPORT 1989 - 1990	\$52,000

FUNDERS FOR 1990-1991

Bank of Boston Trustees	\$5,000
Teacher Planning	
General Cinema Corporation	\$25,000
(\$75,000 over three years)	
Teacher planning, adjunct staff	
Supplies, evaluation	
Peabody Foundation	\$112,000
Capital grant for computer lab	
Hyams Foundation	\$10,000
Student support services	
Greeley Foundation	\$15,000
Student support services	
Riley Foundation	\$30,000
Computer equipment	
Multi-cultural resources	

Poloroid Foundation	\$ 4,900
Race and Identity Workshop leaders	
Fidelity Non-Profit Foundation	\$35,000
Strategic planning	
fundraising	
Title I Federal Grant (Basic Skills and Critical Thinking)	\$90,000
Hire teacher	
Train mentors and peer tutors	
Foley, Hoag and Eliot Foundation	\$ 1,000
Race Awareness conference	
Thomas Jefferson Forum	\$ 2,000
Community service	
Schrafft Foundation	\$ 5,000
Mini Outward Bound	
Richard and Susan Smith Foundation	\$ 3,000
Mini Outward Bound	
Anonymous	\$ 1,000
TOTAL SUPPORT 1990 - 1991	\$338,900

FUNDERS FOR 1991-1992

Boston Foundation	\$25,000
Evaluation	
Charles Hayden Foundation	\$32,500
(\$77,500 over three years)	
Career Education Initiative	
Community service	
Fleet Bank of Massachusetts	\$ 5,000
Race awareness	
Community service	
General Cinema	\$25,000
(Year two of grant)	
Teacher planning	
Adjunct staff	
Supplies	

Evaluation

Island Foundation	\$20,000
Strategic planning	
Project resources coordinator	
Evaluation	
Cox Foundation	\$30,000
Evaluation	
Carlisle Services	\$20,000
Student Support Services Collaborator	
Greeley Foundation	\$15,000
Student support services	
Hyams Foundation	\$40,000
Student support services	
Peabody Foundation	\$18,000
Technology Initiative, Phase II	
Shawmut Charitable Foundation	\$ 3,000
Community Service Program	
Anonymous	\$ 5,000
Governor's Alliance Against Drugs	\$ 3,000
TOTAL SUPPORT 1991 -1992	\$236,500

FUNDERS FOR 1992-1993

Bay Paul Foundation	\$ 5,000
Arts infusion	
Boston Globe Foundation	\$ 5,000
General operations	
Carlisle Services	\$21,000
Student support services	
CVS (Mass College of Pharmacy Collaborative)	\$37,478
9th grade pharmacy program	

Fidelity Foundation	\$25,000
Development, fundraising, grant management	
General Cinema	\$25,000
(Year three of grant)	
Curriculum development	
Charles Hayden Foundation	\$25,000
Community service	
Island Foundation	\$23,700
Evaluation	
Noyce Foundation	\$ 9,000
Math	
Governor's Alliance	\$ 500
TOTAL SUPPORT 1991-1992	\$171,678

FUNDERS FOR 1993-1994

CVS (Mass. College of Pharmacy Collaborative)	\$50,000
9th grade pharmacy program, student stipends	
leadership training, consulting	
Cox Foundation	\$21,000
Evaluation	
CESAME	\$13,500
Math initiatives	
curriculum development	
Department of Education	\$ 5,000
Professional development	
Hayden Foundation	\$ 20,000
Community Service	
Greeley Foundation	\$ 7,500
Student support services	
Stratford Foundation	\$10,360
Portfolio, alternative assessment and dissemination	

Anonymous \$10,000
Student scholarships

Massachusetts Cultural Council \$ 8,000

TOTAL SUPPORT 1993-1994 \$145,360

FUNDERS FOR 1994-1995

Cox Foundation \$21,000
Evaluation